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MATRICULATION EXAMINATION, 1892.

THURSDAY, 15TH DECEMBER, 10 A.M. TO 1 P.M.

ENGLISH GRAMMAR.

I. 1. What are the kinds of adjectives that do not admit of comparison?

2. Distinguish between strong and weak verbs, and show, by giving the past tense and past participle, which of the following are strong: *teach, bind, fight, tell.*

3. Distinguish the ordinary superlative from the superlative of pre-eminence by an example.

II. 1. To what do the following pronouns refer? Suggest amendments.—Health is largely dependent on exercise. It is very unlikely that it will be long kept without a certain amount of it. Without it one cannot be happy, however much we may seek pleasure.

2. Give a single word for each of the following:

incapable of being conquered,
incapable of being sold,
incapable of being explained,
incapable of being believed.

III. 1. State with reasons whether you regard the grammar of the following sentences as right or wrong:

The wages of sin is death.

I next went to the shoemaker's—a man of trustworthy character.

Providence as well as duty recommend it.

O King, who judgeth righteous judgments, hear my request.

2. Parse fully each italicised word in the following:

I hope you will excuse, nay, and *doubt* not but you will, the frankness I have used. Men of our character are so *wondrous* rare, that the *sooner* they know *each other*, and *the* fuller and more complete that knowledge is, the *better*.

He declared that he *would pay* up his arrears *cost* what it might.

IV. 1. Give the construction of the italicised words in the following:

(*a*) They returned the shortest *way*.

(*b*) If I am appointed President—a not improbable *event*—I shall re-organize the Society.

(*c*) Three competitors came forward to run the *race*, and a by-stander was appointed *umpire*.

2. Give the construction of each phrase and clause in the following sentence: Whether his advice was of any use it is not

altogether easy to say, but the master again warned his apprentice with all gravity that persistence in such conduct would destroy his character, unless he was different from other men.

V. Write the following as simple sentences, using *adverbial* phrases for the clauses italicised in (*a*), and *adjectival* phrases for those in (*b*):

1. (*a*) *Though he was often intreated to betray his trust,* he remained true to it.

(*b*) The conspirators were enjoined to preserve secrecy, *otherwise they should suffer death.*

(*c*) *As the nation desired,* Lord Tennyson was buried in Westminster Abbey.

2. (*a*) Will you come with me to a gentleman *with whom I am acquainted?*

(*b*) He was a statesman *whose integrity was doubtful.*

(*c*) It was a period *when rebellion was widespread.*

VI. The following conversation took place between a Spanish Marchioness and her son Pedro. Write it in indirect speech as reported to a third person (*a*) by the Marchioness, and (*b*) by Pedro.

Marchioness: "Do you know, Pedro, why I summoned you yesterday from Toledo to be present here to-day?"

Pedro: "I do not, mother, but is it not because you wish that I may learn the art of war?"

Marchioness: "No, time enough for that; Queen Isabella has asked me to let you attend school with the young Prince."

Pedro: "Oh! that is delightful. I love him very much."

VII. Give in your own words the meaning of the following sentences:

1. The boys learned their lessons by rote.
2. In their undertaking they asked for a fair field and no favour.
3. Ill fares the land, to hastening ills a prey,
   Where wealth accumulates and men decay.
4. Lives of great men all remind us
   We can make our lives sublime.

VIII. 1. Turn each italicised clause in the following sentence into the passive voice *in two ways:*

As the master had given them repeated warnings, the boys knew *that he would not forgive their misconduct.*

2. Fill up the ellipsis in each of the following:

(*a*) I would as soon die as consent to his proposal.

(*b*) I remember the incident as if it had happened yesterday.

IX. 1. Write the following in unfigurative language.

(*a*) The day is done, and slowly from the scene
The stooping sun upgathers his spent shafts,
And puts them back into his golden quiver.

(b) He has smothered the simple thoughts of the poet under feather-beds of words.

2. Write in *prose* order:

Of Nelson and the north
Sing the glorious day's renown,
When to battle fierce came forth
All the might of Denmark's crown.

THURSDAY, 15TH DECEMBER, 2 TO 4 P.M.

ENGLISH: PARAPHRASE AND COMPOSITION.

I. Paraphrase:

The poplars are fell'd; farewell to the shade,
And the whispering sound of the cool colonnade!
The winds play no longer and sing in the leaves,
Nor Ouse on his bosom their image receives.
Twelve years have elapsed since I last took a view
Of my favourite field, and the bank where they grew;
And now in the grass behold they are laid,
And the tree is my seat that once lent me a shade!
The blackbird has fled to another retreat,
Where the hazels afford him a screen from the heat;
And the scene where his melody charm'd me before
Resounds with his sweet-flowing ditty no more.
My fugitive years are all hasting away,
And I must ere long lie as lowly as they,
With a turf on my breast, and a stone at my head,
Ere another such grove shall arise in its stead.
Tis a sight to engage me, if anything can,
To muse on the perishing pleasures of man;
Short-lived as we are, our enjoyments, I see,
Have a still shorter date, and die sooner than we

Cowper.

II. Write a letter (not exceeding half a page) to a schoolfellow, inviting him to spend a day with you during the Christmas holidays.

III. Write an essay (not exceeding two pages in length) on The Uses of Rain.

THURSDAY, 15TH DECEMBER, 4-5 TO 5-5 P.M.

PERSIAN: TRANSLATION INTO ENGLISH.

(*Third Paper in English.*)

I. Translate into English:

1. از کوهائی که دور این وادی خرم را گرفته بودند جویها
فرود می آمد که تمام وادی را ازبرومندی پر کرده بود و
درمیانه آن عدیرے ساخته که دران از هرقسم ماهی مسکن

گرفته بود و از هرنوع مرغان آبي آمد و شد مي نمود-سر شارهاي آب غدير در جدولے ميريخت که ازشگافي تا ريک بطرف شمال داخل کوه مي شد و با صداي مهيبے از پشته بر پشته مي افتاد تا اينکه ديگر آوازش منقطع مي شد - کمرهاي کوه پوشيده شده بود از درختان - کنارهاي جداول بوقلمون شده بود ازانواع ريا حين - نسائم پر از روائح ادويجات مي وزيد از کوها - و هرماه انواع فواکه بر زمين مي افتاد - از هرقسم جانوران که علف يا بوته مي خوردند چرو حشي و چرا اهلي ايمن از درندگان بواسطهٔ کوهائي که دران محصور بودند درين فضاي وسيع مي گشتند - بره بر صخرها جست و خيز مي کرد - بوزينهٔ عيار دردرختان نازي مي کرد - و فيل با شکوه در سايه ها آرام مي گرفت - آن وادي وسيع برو مند براي ساکنين خود از هرقسم ضروريات معيشت مهيا مي ساخت *

2. چون فهميد که بدو دقيقه از کالسکهٔ بخار قاصر آمده از دادن مزد بآن شخصے که او را سوار گاري - بسراستاسيون (ايستاد گاه راه آهن) آورده بود انکار کرد *

3. اين قدر زحمت کشيد که احوالش بهم خورد *

THURSDAY, 15TH DECEMBER, 4-5 TO 5-5 P.M.

URDU : TRANSLATION INTO ENGLISH.

(*Third Paper in English.*)

I. Translate into English:

1. اون پهاڑون سے جو که اس فرحت افزا گهاٹي کو هرطرف سے گهيرے هوے تهے پاني کے جهرنے جاري تهے که جنسے ساري گهاٹي هري بهري تهي اور بيچ مين ايک جهيل بنگئي تهي که جسمين هرقسم کي مچهليان رهتي تهين اور هرنوع کے مرغان آبي آتے جاتے رهتے تهے - جهيل کا پاني چهلک کر ايک نالے مين گرتا تها اور شمال کے جانب پهاڑ کے اندر ايک تاريک شگاف کي راه گذر کو

بآواز مہیب ٹیکرے سے ٹیکرے پر گرتا تھا یہان تک کہ آگے اوسکي آواز سنائي نہ دیتي تھي - پہاڑون کے دامن درختون سے ڈھکے ہوے تھے - ندیون کے کنارے پہولون سے رنگا رنگ تھے - نرم نرم ہوائین پہاڑون سے سوندہي بوٹیون کي مہک مین بسي ہوي چلا کرتي تھین - اور ہر مہینہ فصل کے میوے زمین پر گرتے تھے - گہاس پات چرنے والے جانور ہر قسم کے کیا وحشي اور کیا اہلي اوس سنگي حصار کے امن مین درندون سے بیخطر اوس وسیع میدان مین پہرا کرتے تھے بکري کا بچہ پتہرون پر اچہل کود کیا کرتا تھا - سیانا بندر درختون پر اٹکہیلیان کیا کرتا تھا - ہاتہي شان و شوکت سے سایہ مین آرام پاتا تھا - یہ وسیع اور شاداب گہاٹي اپنے باشندون کے واسطے ہر قسم کي لوازم زندگاني مہیا کرتي تھي *

2 جب اوسے معلوم ہوا کہ ریل کے وقت سے دو دقیقہ دیر کرکے پہونچا ہي تو اسنے گاڑي بان کو جو اوسے اسٹیشن تک لایا تھا کرایہ دینے سے انکار کیا *

3. اسنے اسقدر محنت کي کہ اوسکي صحت مین خلل آگیا *

THURSDAY, 15TH DECEMBER, 4-5 TO 5-5 P.M.

MARATHI : TRANSLATION INTO ENGLISH.

(*Third Paper in English.*)

I. Translate into English :

1. या "हयापि व्याली" च्या (आनंददरीच्या) प्रत्येकबाजूस त्या पर्वतांपासून नाले प्रवहत खालीं जातहोते. तेणेंकडून ती दरी समग्र बहुसस्यवती होवून त्याच्या मध्यभागीं एक तलाव जाहला होता. त्यांत प्रत्येकजातीचे मासे वास करीत असत. आणि प्रत्येकतरहेचीं जलपांखरें त्या तलावास

वारंवार येत असत. त्या तलावास गरजे बाहेरचें पाणि त्यांतून निघून प्रवहत त्या पर्वताच्या उत्तरेस एक्या अंधारी खिडारांत घुसून मोठ्या अवाजानें एक्याकडेपासून दुसऱ्याकडेवर पडत त्याच्या आवाज ऐकूनयेतेरि जात असे. या पर्वतांच्या बाजू वृक्षानें आच्छादित होतीं. नाल्यांच्या बाजू नानाजातीच्या फुलानें बहुप्रकार पावल्याहोत्या. पहाडांतील मसालेच्या सुवासानें तेथील मंदवायु भरलेला होता. आणि प्रत्येकमहिन्यांतही फळें भोयीवर पडत असत. या विस्तार मण्डल भूमींत घास किंवा पाले खाणारें रानाचीं किंवा ग्राम्य सर्व जनावरें त्यांस जे पर्वत कोंडलेहोते त्या पर्वतानें श्वापदांकडून संरक्षितहोतीं. पाहडांवर बकरूं उडीमारीत असे. वृक्षांवरे कपटी मर्कट खेळत असत. थोर हत्ती छायेंत आराम करीत असे. ही विस्तीर्ण आणी बहुफलवती दरी तेथें वासकरिणाऱ्या सर्वप्रजेस जीवनाचीं अवश्यवस्तू (अन्नोदक) देत असे.

2. दोने मिनिट उशीर हौण्यानें आगगाडी चुकून गेली हें पाहून ष्टेशनास घेवूनगोल्या गाडीवाल्यास मजूरी देण्यास त्यानें नकारिलें.

3. तो इतकाहिं मेहनती (हाडघुसळी) होता कीं त्याची तबियत तेणेंकडून खराब करीजेली (बिगडून गोली).

THURSDAY, 15TH DECEMBER, 4-5 TO 5-5 P.M.

TAMIL: TRANSLATION INTO ENGLISH.

(*Third Paper in English.*)

I. Translate into English:

1. அந்தச் 'சந்தோஷகரமான பள்ளத்தாக்கின்' ஒவ்வொரு பக்கத்திலும் மலைகளிலிருந்து அருவிகள் இறங்கிப் பள்ளத்தாக்கு முழுவதையுஞ் செழிப்பால் நிறைத்து அதன் மத்தியில் ஒவ்வொரு ஜாதி மச்சமும் சஞ்சரிப்பதற்கும் ஒவ்வொரு வகை நீர்ப்பறவையும் வந்து போவதற்கு மிடமான ஒரு தடாகத்தையும் உண்டுபண்ணின. அத்தடாகத்துளடங்காத தண்ணீர் வடபுறத்தில் மலையின் இருண்ட பிளப்பில் ஒரு சிற்றாறாய்ப் பிரவேசித்துச் செங்குத்துச் செங்குத்தாய்ப் பயங்கரமான இரைச்சலோடு விழுந்து கடைசியாய் ஓசை கேளாமற் போயிற்று. மலைகளின் சாரல்கள் மரங்களால் நிறைந்திருந்தன. சிற்றாறுகளின் கரைகளில் வெவ்வேறு வகையான புஷ்பங்கள் பூத்திருந்தன. இளங்காற்று மலைகளிலுள்ள சுகந்த வஸ்துக்களின் வாசனையால் நிறைந்திருந்தன. மாதந்தோறும் பழங்கள் நிலத்திற் சொரிந்தன. புல்லையாவது செடிகளையாவது மேய்ந்து பிழைக்கும் பிராணிகள், (மனுஷரோடு) பழகாதவைகளாயிருந்தாலுஞ்சரி, பழகினவைகளாயிருந்தாலுஞ்சரி, கொன்றுதின்னும் பிராணிகளினின்று தங்களைச் சூழ்ந்திருந்த மலைகளாற் காக்கப்பட்டவைகளாய் இந்த விரிவான அடைப்பிடத்திற் சஞ்சரித்து வந்தன. வெள்ளாட்டுக்குட்டிகள் கற்பாறைமேல் துள்ளி விளையாடிக்கொண்டும், தந்திரமான குரங்குகள் மரங்களில் வேடிக்கையாய் ஆடிக்கொண்டும், காம்பீரமான யானைகள் நிழலில் இளைப்பாறிக்கொண்டுமிருந்தன. அந்தப் பள்ளத்தாக்கு விசாலமும் விளைவுமுள்ளதாயிருந்ததினால் அதிலுள்ள ஜனங்களின் உயிர் வாழ்க்கைக்கு வேண்டியன எல்லாந் தந்தது.

2. அவன் புகைவண்டிபோய்ச் சேர இரண்டு நிமிஷம் தப்பிப்போனபடியால் ஸ்டேஷனுக்குத் தன்னை யேற்றிக்கொண்டுபோன வண்டிக்காரனுக்குக் கூலி கொடுக்கமாட்டேன் என்றான்.

3 அவன் தேகசவுக்கியங் கெட்டுப்போகத்தக்க அளவு கடினமாயுழைத்தான்.

THURSDAY, 15TH DECEMBER, 4-5 TO 5-5 P.M.

TELUGU: TRANSLATION INTO ENGLISH.

(*Third Paper in English.*)

I. Translate into English:

1. ఆ సంతోషకరమైన కనుమ (కొండలమధ్య నుండు పల్లపు భూమి) యొక్క ప్రతి దిక్కునను కొండలనుండి చిన్నయేళ్లు దిగి, కనుమను అంతయును ఫలవంతముగా చేసి, దాని నడుమన ప్రతిజాతి మత్స్యము నివసించునట్టియు ప్రతిజాతి జలపక్షి తఱుచుగా రాకపోకలు గలిగినట్టియు నగు నొక సరస్సుగా ఏర్పడెను. ఆసరస్సులోనియమితమైననీరు ఒకచిన్నయేఱుగా ఉత్తరపువైపున నుండు పర్వతములొక్క యొక చీఁకటి నెఱియ (=సందు, చీలిక) లో ప్రవేశించి భయంకర మగుధ్వనితో ఒక చఱియనుండి ఒక చఱియకు పడిపడి కడపటవినఁబడకుండనే పోయెను కొండలయొక్క ప్రక్కలు చెట్లతో కప్పఁబడెను. చిన్నయేళ్లగట్లు పుష్పములతో నానావిధములుగా అగపడెను. లేత వాయువులు కొండలయందలి గంధద్రవ్యములయొక్క సువాసనతో నిండి యుండెను. ప్రతిమాసము ఫలములు భూమిమీఁద రాలెను. గడ్డిగాని పొదలుగాని మేసి బ్రతికెడు సమస్త జంతువులు, అడవివి అయినను, పెంపుడివి అయినను, తమ్ము చుట్టుకొని ఉండెడిపర్వతముల చేత ఘాతుకమృగములనుండి రక్షితములయి యీవిశాలప్రదేశమందు తిరుగులాడెను. మేఁకపిల్లలు కొండలమీఁద దుముకుచుండెను, జిత్తులమారి కోఁతులు చెట్లలో వేడుకగా గంతులు వేయుచుండెను, గంభీరమయిన యేనుఁగులు నీడను విశ్రమించుచుండెను. ఆ కనుమ విశాలమును, ఫలభరితమును, అయి అందు నివసించువారికి బ్రతుకుటకు ఆవశ్యకము లయినపదార్థముల నన్నిటిని సమకూర్చెను.

2. రెండు నిముషములు పొగబండి తప్పినదని తెలిసికొని స్టేషనుకు తన్ను ఎక్కించికొని తీసికవచ్చినబండి మనుష్యునికి కూలి ఇయ్యనైనను.

3. వాఁడు తన యారోగ్యము చెడునంత కఠినముగా పనిచేసెను.

THURSDAY, 15TH DECEMBER, 4-5 TO 5-5 P.M.

KANARESE: TRANSLATION INTO ENGLISH.

(*Third Paper in English.*)

I. Translate into English:

1. ಆ ಮನೋಹರವಾದ ಕಣಿವೆಯ ಪ್ರತಿ ದಿಕ್ಕಿನಲ್ಲಿಯೂ ಪರ್ವತಗಳಿಂದ ನೀರ್ಝರಿಗಳು ಇಳದು ಕಣಿವೆಯನ್ನೆಲ್ಲ ಸಮೃದ್ಧಿಯಿಂದ ತುಂಬಿ, ಅದರ ಮಧ್ಯದಲ್ಲಿ ಪ್ರತಿ ಜಾತಿಯ ಮೀನುಗಳಿಗೆ ವಾಸಸ್ಥಾನವಾಗಿಯೂ, ಪ್ರತಿತರದ ನೀರ್ಝರ್ಕ್ಕಿಗಳು ಪದೆಪದೆ ಬಂದು ಹೋಗುವಂಥಾದ್ದಾಗಿಯೂ ಇರುವ ಒಂದು ಸರೋವರಾಕಾರವನ್ನು ಹೊಂದಿದವು. ಆ ಸರೋವರವು ತುಂಬಿ ಮಿಕ್ಕ ನೀರನ್ನು ಒಂದು ಪ್ರವಾಹ ಮೂಲಕ ವಿಸರ್ಜಿಸಿತು; ಆಪ್ರವಾಹವು ಆಪರ್ವತದ ಉತ್ತರದಿಕ್ಕಿನಲ್ಲಿ ಕತ್ತಲಾದ ಒಂದು ಬಿರುಕನ್ನು ಪ್ರವೇಶಿಸಿ, ಭಯಂಕರವಾದ ಘೋಷದೊಡನೆ ನಿಡುಗಲ್ಲಿನಿಂದ ನಿಡುಗಲ್ಲಿಗೆ ಬಿದ್ದು ಕೊನೆಗೆ ಕಿವಿಗೆ ಕೇಳಸದೆ ಹೋಯಿತು. ಆ ಪರ್ವತದ ತಪ್ಪಲುಗಳು ಮರಗಳಿಂದ ತುಂಬಿದ್ದವು; ಹೊಳೆಗಳ ಧಡೆಗಳು ಪುಷ್ಪಗಳಿಂದ ನಾನಾ ಪರಿಯಾಗಿದ್ದವು; ತಂಗಾಳಿಗಳು ಬಂಡೆಗಳ ಮೇಲಿನ ಗಂಧಪ್ರವ್ಯಗಳ ಸುಗಂಧದಿಂದ ಭರಿತವಾಗಿದ್ದವು; ಮತ್ತು ಪ್ರತಿಮಾಸವೂ ಹಣ್ಣುಗಳು ನೆಲದ ಮೇಲಕ್ಕೆ ಉದುರುತಿದ್ದವು. ಹುಲ್ಲಿನ ಮೇಲಾಗಲಿ ಸೊಪ್ಪಿನ ಮೇಲಾಗಲಿ ಜೀವಿಸುವ ಸರ್ವ ಜಂತುಗಳು, ಕಾಡು ಮೃಗಗಳೆ ಆಗಲಿ, ಪಳಗಿದವುಗಳೆ ಆಗಲಿ, ಈ ವಿಶಾಲವಾದ ಮಂಡಲದಲ್ಲಿ ತಮ್ಮನ್ನು ಹೊರಗೆ ಹೋಗಬಿಡದೆ ಸುತ್ತಿರುವ ಪರ್ವತಗಳ ಮೂಲಕ ಪ್ರಾಣಘಾತುಕ ಮೃಗಗಳಿಂದ ಸುರಕ್ಷಿತವಾಗಿ ಅಲೆಯುತ್ತಿದ್ದವು. ಮೇಕೆಯ ಮರಿಗಳು ಬಂಡೆಗಳಮೇಲೆ ಹಾರ್ಯಾಡುತ್ತಲೂ, ಚಪಲಗಳಾದ ಕೋತಿಗಳು ಮರಗಳ ಮೇಲೆ ಕುಣಿಯುತ್ತಲೂ, ಗಾಂಭೀರ್ಯವುಳ್ಳ ಆನೆಗಳು ನೆರಳಿನಲ್ಲಿ ವಿಶ್ರಮಿಸುತ್ತಲೂ ಇದ್ದವು. ಆಕಣಿವೆಯು ವಿಶಾಲವಾಗಿಯೂ ಫಲಭರಿತವಾಗಿಯೂ ಇದ್ದು ಅಲ್ಲಿನ ನಿವಾಸಿಗಳಿಗೆ ಜೀವನಕ್ಕೆ ಬೇಕಾದ ಸರ್ವ ವಸ್ತುಗಳನ್ನು ಒದಗಿಸುತಿತ್ತು.

2. ಎರಡುನಿಮಿಷ ತಡವಾಗಿ ತನಗೆ ಹೂಗೆ ಭಂಡಿಯು ತಪ್ಪಿಹೋದದ್ದನ್ನು ಕಂಡು ಅವನು ತನ್ನನ್ನು ಸ್ಟೇಷನಿಗೆ ಏರಿಸಿಕೊಂಡು ಬಂದ ಭಂಡಿಯವನಿಗೆ ಭಾಡಿಗೆ ಕೊಡಲೊಲ್ಲೆನೆಂದನು.

3. ಅವನು ತನ್ನೆ ಆರೋಗ್ಯವು ಕೆಟ್ಟು ಹೋಗುವಷ್ಟು ಕಷ್ಟಪಟ್ಟು ಕೆಲಸಮಾಡಿದನು.

THURSDAY, 15TH DECEMBER, 4-5 TO 5-5 P.M.

MALAYALAM: TRANSLATION INTO ENGLISH.

(*Third Paper in English.*)

I. Translate into English:

1. ഭാഗ്യകരമായ ആ താഴ്വരയുടെ നാലുഭാഗത്തുമുള്ള പവ്വതങ്ങളിൽ നിന്നും ചെറിയ നദികൾ കീഴ്പ്പോട്ടു ഒലിച്ചു വരികയും അവ താഴ്വരമുഴുവൻ സുഭിക്ഷ പരിപൂൎണ്ണമാക്കുകയും എല്ലാമാതിരി മത്സ്യങ്ങളാൽ നിവസിക്കപ്പെട്ടതും ജലപ്പക്ഷികളാൽ സഞ്ചരിക്കപ്പെട്ടതുമായ ഒരു തടാകത്തെ നടുവിൽ ഉണ്ടാക്കിത്തീൎക്കയും ചെയ്തു. തടാകം അതിൽ കവിഞ്ഞുവെള്ളത്തെ ഒരു പുഴയിൽ കൂടി തള്ളുകയും അതു ആ പവ്വതത്തിന്റെ വടക്കുഭാഗത്ത ഒരു ഇരുണ്ട വിടവിൽ പ്രവേശിച്ചു ഭയങ്കരമായ ശബ്ദത്തോടുകൂടി ഓരൊ പ്രപാതത്തിൽ നിന്ന അന്യ പ്രപാതത്തിൽ നിപതിച്ചു ക്രമേണ ശബ്ദം കേൾക്കാതെ ആവുകയുംചെയ്തു. പവ്വതങ്ങളുടെ നാലുഭാഗങ്ങളും വൃക്ഷങ്ങളാൽ മൂടപ്പെട്ടിരുന്നു. പുഴകളുടെ തീരങ്ങൾ നാനാവകയായ പുഷ്പങ്ങളാൽ അലങ്കരിക്കപ്പെട്ടിരുന്നു. മന്ദമാരുതങ്ങൾ പാറകളിൽ നിന്നുള്ള സുഗന്ധവൎഗ്ഗങ്ങളുടെ സൌരഭ്യത്തെവഹിച്ചിരുന്നു: ഓരോരൊ മാസങ്ങളിലും ഫലങ്ങൾ നിലത്തുവീണും ഇരുന്നു. പുല്ലും കുറും ചെടികളും ഭക്ഷിച്ചുജീവിക്കുന്ന ഇണങ്ങാത്തതും ഇണങ്ങിയതുമായ എല്ലാ ജന്തുക്കളും ചുററുമുള്ള പവ്വതങ്ങളാൽ മൃഗഭോജികളായ മൃഗങ്ങളിൽ നിന്ന ഗോപനംചെയ്യപ്പെട്ടു ഒരം വിസ്തീൎണ്ണമായ പ്രദേശത്ത സഞ്ചരിച്ചിരുന്നു. ആട്ടുംകുട്ടി പാറകളിൽ ചാടിക്കളിച്ചും ഉപായിയായ വാനരം വൃക്ഷങ്ങളിൽ തുള്ളിക്കളിച്ചും ഗംഭീരനായ ആന തണലിൽ വിശ്രമിച്ചുംകൊണ്ടും ഇരുന്നു. വിസ്തീൎണ്ണവും ഫലപുഷ്ടിയുമുള്ള ഒരം താഴ്വര അതിലെ നിവാസികൾക്ക ജീവാവിശ്രങ്ങൾക്ക വേണ്ടുന്ന സകല സാധനങ്ങളെയും നല്കിയിരുന്നു.

2. തിവണ്ടി രണ്ടു വിനാഴികനേരം കൊണ്ടുതെററിപ്പോ

യി എന്നു കണ്ടപ്പോൾ വണ്ടി ആപ്പീസ്സിലേക്കു തന്നെ കയറ്റി ക്കൊണ്ടു വന്നു വണ്ടിക്കാരനു കൂലികൊടുക്കിച്ചെന്നു പറഞ്ഞു.

3. തന്റെ ശരീര ആരോഗ്യത്തിന്നു ഹാനി തട്ടുവാൻ തക്ക വണ്ണം വളരെ കഠിനമായി അവൻ അദ്ധ്വാനിച്ചു.

THURSDAY, 15TH DECEMBER, 4-5 TO 5-5 P.M.

URIYA: TRANSLATION INTO ENGLISH.

(*Third Paper in English.*)

I. Translate into English :

1. ସେହି ସୁଖମୟ ଉପତ୍ୟକାର ଚତୁଷ୍ପାର୍ଶ୍ୱସ୍ଥ ପର୍ବତମାନଙ୍କରୁ କ୍ଷୁଦ୍ର ନିର୍ଝରଣୀ ନିର୍ଗତ ହୋଇ ଉପତ୍ୟକାର ସର୍ବାଙ୍ଗୀନ ଉର୍ବରତା ସମ୍ପାଦନ କରି ମଧ୍ୟସ୍ଥଳରେ ଗୋଟିଏ ହ୍ରଦ ନିର୍ମାଣ କରିଥିଲା । ଏହି ହ୍ରଦରେ ସର୍ବବିଧ ମତ୍ସ୍ୟ ବାସ କରୁଥିଲେ ଏବଂ ସକଳ ପ୍ରକାର ଜଳଚର ପକ୍ଷିଗଣ ମଧ୍ୟ ସେଠାକୁ କ୍ରୀଡ଼ାର୍ଥେ ଗମନ କରୁଥାନ୍ତି । ଏହି ହ୍ରଦର ଅତିରିକ୍ତ ଜଳ ସ୍ରୋତାକାର ଧାରଣ କରି ଉତ୍ତର ପାର୍ଶ୍ୱସ୍ଥ ଗିରିର ଗୋଟିଏ ଅନ୍ଧକାରାଚ୍ଛନ୍ନ ଗହ୍ୱରରେ ପ୍ରବିଷ୍ଟ ହୋଇ ଘୋର ଗର୍ଜନର ସହିତ ଗିରିର ଏକ ଉନ୍ନତ ଭୂଗର୍ଭ ଅଗ୍ରର ଉନ୍ନତ ଖଣ୍ଡମାନଙ୍କରେ ପଡି ଅବଶେଷରେ ତାହାର ଶବ୍ଦଶ୍ରୁତିର ଅଗୋଚର ହେଉଥିଲା । ପର୍ବତମାନଙ୍କର ପୃଷ୍ଠ-ଦେଶ ବୃକ୍ଷସମୂହରେ ଆଚ୍ଛାଦିତ ହୋଇଥିଲା—ଗିରିନଦୀଧାରାଙ୍କର ଉଚ୍ଚମାନ ଯୁଗ୍ମମାନଙ୍କଦ୍ୱାରା ନାନାବର୍ଣ୍ଣରେ ରଞ୍ଜିତ ହୋଇଥିଲା—ପବନ ସ୍ୱରା ବନ-ଜାତ ପୁଷ୍ପ-ଗନ୍ଧ-ଦ୍ରବ୍ୟ-ସୌରଭ-ଭାର ବହନ କରି ମନ୍ଦ ମନ୍ଦ ସଞ୍ଚାର କରୁଥିଲା ଏବଂ ବର୍ଷର ବାର-ମାସ ଯାକ ନାନାବିଧ ପକ୍ୱ ଫଳମାନ ଭୂମିରେ ଝଡି ପଡୁଥିଲା । କ ପାଲିତ, ବନ୍ୟ, ସର୍ବବିଧ ତୃଣ-ପକ୍ଷୀ ଜନ୍ତୁଗଣ ଏହି ବିସ୍ତୀର୍ଣ୍ଣ ଗିରି-ବେଷ୍ଟିତ ଭୂ-ଖଣ୍ଡରେ ଶ୍ୱାପଦମାନଙ୍କ ଆଘାତ ଭୟରୁ ମୁକ୍ତ ହୋଇ ସ୍ୱଚ୍ଛନ୍ଦରେ ବିଚରଣ କରୁଥିଲେ ; କାରଣ ଶ୍ୱାପଦମାନେ ପର୍ବତମାନଙ୍କର କେବେହେଁ ବହିର୍ଗତ ହେଉ ନ ଥିଲେ । ଅଜା-ଶାବକ ପାହାଡ଼ ଉପରେ ଡେଇଁ ବୁଲୁଥିଲା, ଚତୁର-ସ୍ୱଭାବ ବାନର ବୃକ୍ଷମାନଙ୍କରେ କ୍ରୀଡ଼ା କରୁଥିଲା ଏବଂ ପ୍ରକାଣ୍ଡ କାୟ ହସ୍ତୀ ତରୁଛାୟାରେ ବିଶ୍ରାମ ଲାଭ କରୁଥିଲା । ସେହି ବିଶାଳ ଓ ଫଳଶାଳୀ ଉପତ୍ୟକା ସେଠାକୁ ନିବାସିମାନଙ୍କୁ ଜୀବିକା ନିର୍ବାହର ସକଳ ପ୍ରକାର ପ୍ରୟୋଜନୀୟ ପଦାର୍ଥ ପ୍ରଦାନ କରୁଥିଲା ।

2. ଦୁଇ ମିନଟ୍ ଉଚ୍ଛୁଇରେ ଆସିବାରୁ ରେଲଗାଡ଼ି ତାହାର ଯିବାର ବେଳି ଯେଉଁ ଗାଡ଼ିବାଲା ତାହାଙ୍କୁ ରେଲ ଓୟେ ଷ୍ଟେଶନକୁ ନେଇ ଯାଇଥିଲା ତାକୁ ସେ ଗାଡ଼ିଭଡ଼ା ଦେବାକୁ ଅସ୍ୱୀକାର କଲେ ।

3. ସେ ଏତେ ଅଧିକ ଶ୍ରମ କଲେ ଯେ ତାହାଙ୍କର ସ୍ୱାସ୍ଥ୍ୟ ନଷ୍ଟ ହୋଇ ଗଲା ।

THURSDAY, 15TH DECEMBER, 4-5 TO 5-5 P.M.

FRENCH: TRANSLATION INTO ENGLISH.

(*Third Paper in English.*)

1. Translate into English:

1. De tous les côtés de la Vallée Heureuse, descendaient des montagnes, de petits ruisseaux qui remplissaient la vallée de fertilité, et formaient, au milieu, un lac habité par des poissons de toute espèce, et fréquenté par toute sorte d'oiseaux aquatiques. Le lac déchargeait son trop-plein par un cours d'eau qui s'engageait dans une sombre crevasse de la montagne, du côté du Nord, et tombait, avec un bruit effrayant, de précipice en précipice, jusqu'à ce qu'on ne l'entendît plus. Les flancs des montagnes étaient couverts d'arbres; les bords des ruisseaux étaient émaillés de fleurs; les vents étaient chargés des parfums des plantes aromatiques qui poussaient sur les rochers; et chaque mois des fruits tombaient sur la terre. Tous les animaux soit sauvages soit domestiques, qui se nourrissent d'herbe ou d'arbustes, erraient dans cette vaste enceinte, protégés contre les bêtes de proie par les montagnes qui les enfermaient. Le chevreau bondissait sur les rochers, le singe rusé folâtrait sur les arbres, et le majestueux éléphant se reposait à l'ombre. La vallée, large et fertile, fournissait à ses habitants toutes les choses nécessaires à la vie.

2. Voyant qu'il avait manqué le train de deux minutes, il refusa de payer l'homme qui l'avait condu t à la station.

3. Il travailla si fort que sa santé fut compromise.

FRIDAY, 16TH DECEMBER, 10 A.M. TO 1 P.M.

SANSKRIT: TEXT-BOOKS AND GRAMMAR.

1. 1. Explain fully the following passages in English:

(*a*) अथवाऽनडुहे राजन् साधवे साधुवाहिने ।
सौहित्यदानादेतस्मादेनसः प्रतिमुच्यसे ॥

(*b*) ह्रीश्श्रीःकीर्तिर्द्युतिः पुष्टिरुमा लक्ष्मीस्सरस्वती ।
इमा वै तव पान्थस्य पालयन्तु धनंजय ॥

(c) उवाच चैनं वचसा मेघगंभीरगीर्हरः ।
जातविस्मयमालोक्य तपःक्षीणांगसंहतिम् ॥

(d) ददामि तेऽस्त्रं यथितमहं पाशुपतं विभो ।
समर्थो धारणे मोक्षे संहारे चासि पाण्डव ॥

2. Analyze all the compound words occurring in the above, and parse वत in (b).

II. 1. Give the *ślókas* in which the following common sayings occur, or their substance and briefly explain what the sayings mean

(a) गतानुगतिको लोकः.

(b) यद्भावि तद्भवति.

(c) स्वस्थे को वा न पण्डितः.

(d) पयःपानं भुजंगानां केवलं विषवर्धनम्.

(e) यत्ने कृते यदि न सिध्यति कोऽत्रदोषः.

III. 1. (a) निवसामि महारण्ये द्वितीय इव पावकिः । Who is पावकि and why is he so called ?

(b) Give all the names of अर्जुन you have come across in your text, and explain as many of them as you can.

(c) How do the names दुर्योधन and सुयोधन become applicable to the same person ?

2. What is meant by the मन्त्र of a king's minister ? It is said to consist of five kinds ; what are they ? Explain them.

3. Translate accurately the following sentences so as to bring out the meaning in which the underlined words occur in your text :

(a) युधिष्ठिरो यत् व्यासोपदिष्टं ब्रह्म मनसि धारयामास अर्जुनाय तत् उपदिदेश.

(b) दण्डरुचेः भीमस्य सामसिद्धौ अप्रीतिः वैरानिर्यातनोद्योगे प्रीतिश्च अभूताम्

(c) भीरुः प्राणयात्राविषयेऽपि पीठसर्पवदास्ते इति निर्वचनं लोके पुरश्चरति.

(d) धर्माधिकारिषु ब्राह्मणेषु धनुर्वेदः अद्य चतुष्पादः प्रतिष्ठितः.

(e) उपायापायज्ञैः मन्त्रिभिः राजकुले निर्वापितस्य नीतिबीजस्य फलमेतत्.

IV. 1. Re-write the following sentences using the verbs in the passive voice :—

(a) रामः गङ्गां तरति.

(b) गोविन्दं जयति मुकुन्दः.

(c) बालः नवनीतं चोरयति.

2. Give—

(a) The imperative (लोट्) singular forms of पू to purify, and हन् to kill ;

(b) The present (लट्) third person singular forms of युज् to join, अश् to eat, हु to sacrifice, and दुह् to milk;

(c) The *aorist* (लुङ्), perfect (लिट्) and imperfect (लङ्) third person singular forms of अद् to eat, and दृश् to see.

3. (a) What changes do you observe in the declensions of पति, सखि, and राजन् when they happen to come at the end of compound words ?

(*b*) Give the nominative, accusative, instrumental, and genitive, singular and plural forms of नृ and पूषन्

(*c*) Combine the following according to the rules of *sandhi*:

सत्यवाक् + हरिः; विषमुक् + शरः; प्रियायै + एतत् + हिरण्यम्.

FRIDAY, 16TH DECEMBER, 2 TO 5 P.M.

SANSKRIT: TRANSLATION.

I. Translate into English:

1. तत्कथयत वनदेवता आवयोर्यश्चौर इति । अथ पापबुद्धिपिता शमीकोटरस्थः प्रोवाच । भो धर्मबुद्धिना हृतमेतद्धनम् । तदाकर्ण्य सर्वे राजपुरुषा विस्मयोत्फुल्ललोचना यावद्धर्मबुद्धेर्वित्तहरणोचितं निग्रहं शास्त्रदृष्ट्यावलोकयन्ति तावद्धर्मबुद्धिना तच्छमीकोटरं बह्निभोज्यद्रव्यैः परिवार्य बह्निना संदीपितम् । अथ ज्वलति तस्मिञ्शमीकोटरेऽर्धदग्धशरीरः स्फुटितेक्षणः करुणं परिदेवयन्पापबुद्धिपिता निश्चक्राम । ततस्तैः सर्वैः पृष्टः सर्वं पापबुद्धिचेष्टितं निवेदयामास । अथ ते सर्वे राजपुरुषाः पापबुद्धिं शमीशाखायां प्रतिलम्ब्य धर्मबुद्धिं प्रशस्येदमूचुः । अहो साध्विदमुच्यते ॥

उपायं चिन्तयेत्प्राज्ञस्तथापायं च चिन्तयेत् ।
पश्यतो बकमूर्खस्य नकुलेन हता बकाः ॥

2. प्रायेणात्र कुलान्वितं कुंकुलजाः श्रीवल्लभं दुर्भगा
दातारं कृपणा ऋजूननृजवो वित्तान्वितं निर्धनाः ।
वैरूप्योपहताश्च कान्तवपुषं धर्माश्रयं पापिनो
नानाशास्त्रविचक्षणं च पुरुषं निन्दन्ति मूर्खा जनाः॥

3. हितैः साधुसमाचरैः शास्त्रज्ञैर्मतिशालिभिः ।
कथंचिन्न विकल्पन्ते विद्वद्भिश्चिन्तिता नयाः ॥

4. देवदेव उवाच.
नरस्त्वं पूर्वदेहे वै नारायणसहायवान् ।
बदर्यां तप्तवानुग्रं तपो वर्षयुतान् बहून् ॥
त्वयि वा परमं तेजो विष्णो वा पुरुषोत्तमे ।
युवाभ्यां पुरुषाग्र्याभ्यां तेजसा धार्यते जगत् ॥
शक्राभिषेके सुमहद्धनुर्जलदनिस्वनम् ।
प्रगृह्य दानवाञ्शस्तास्त्वया कृष्णेन च प्रभो ॥
तदेतदेव गाण्डीवं तव पार्थ करोचितम् ।
मायामास्थाय यद्ग्रस्तं मया पुरुष सत्तम ॥
तूणौ चाप्यक्षयौ भूयस्तव पार्थ यथोचितौ ।
भविष्यति शरीरं च नीरुजं कुरुनन्दन ॥

5. व्यसनिन इव विद्या क्षीयते पङ्कजश्रीः
गुणिन इव विदेशे दैन्यमायान्ति भृङ्गाः ।
कुनृपतिरिव लोकं पीडयत्यन्धकारः
धनमिव कृपणस्य व्यर्थतामेति चक्षुः ॥

II. Translate into Sanskrit:

While the king Rāma was roaming through the city with a few followers to observe the actions of his subjects, he saw a certain man turning out his wife from his house. The husband said that her going to another man's house was her fault. Thereupon the wife said: "King Rāma did not desert his wife although she dwelt in the house of the lord of the Rākshasas, and you are abandoning me, because I went to the house of a relation." So Rāma went home much grieved, and, afraid of his people, wanted to forsake his wife. He communicated the whole matter to his brother, Lakshmana, and asked him to take Sītā to a forest and leave her there. Lakshmana at first did not like to do so, and requested Rāma to change

his mind. But Rāma was firm in his will and commanded Lakshmana to carry out the order. Lakshmana then went to Sītā and asked her to get into a car. He took her to the forest of Vālmīki and left her there.

FRIDAY, 16TH DECEMBER, 10 A.M. TO 1 P.M.

GREEK: TEXT-BOOKS AND GRAMMAR.

I. Decline—

1. in the dual and in the plural: σύ, ὅς ἥ ὅ, οὗτος;

2. in the singular: ὅστις, οὐδείς, and the participle aorist passive of πλέκω.

II. Write down—

1. the dative plural of νύξ, ἀγών, ῥήτωρ, πολίτης, γέρων, μήτηρ, πόλις, γυνή.

2. the comparatives and superlatives of μικρός, πολύς, ἐχθρός, πονηρός, αἰσχρός.

3. the imperfect indicative active of αἰτέω, and the perfect indicative active, 1st person singular *only*, of φυλάσσω and ῥίπτω.

III. Conjugate—

1. ἐλλείπω, in the perfect indicative active.

2. δεξιόομαι, in the present indicative (*with and without contraction*).

3. λαμβάνω, in the perfect optative active.

IV. 1. What parts of their respective verbs are the following?—

ὀφθῆναι, αἰσθομένος, ἐδέξω, ἐξήμαρτες, ἐκβεβλημένος, καταβάς, ἐκπέμπει, ἀπαγγέλλουσα.

2. Give the principal tenses of any *four* of the above verbs.

V. Express in Greek:

1. 13; 21; 70th; 1000th; at Athens; till night; before the door; after the battle.

2. The self-same nature makes all men brothers.

3. The general himself will come to our city.

4. Alexander, son of Philip, said that he was the son of Jupiter.

5. The affairs of the Athenians are prosperous.

6. The Persians were defeated by the Greeks in the battle at Salamis.

VI. Ἔτι δὲ παῖς ὢν, ὁμολογεῖται φορᾶς μεστὸς εἶναι, καὶ τῇ μὲν φύσει συνετὸς, τῇ προαιρέσει δὲ μεγαλοπράγμων καὶ πολιτικός. Ἐν γὰρ ταῖς ἀνέσεσι καὶ σχολαῖς ἀπὸ τῶν μαθημάτων γενόμενος, οὐκ ἔπαιζεν, οὐδ' ἐῤῥᾳθύμει, ἀλλ' εὑρίσκετο λόγους τινὰς μελετῶν καὶ συνταττόμενος πρὸς ἑαυτόν.

1. Translate this extract.

2. Suppose that the historian speaks of three or more persons instead of one, and therefore begins with ἔτι δὲ παῖδες, what other modifications would the sentence require?

VII. Translate the following; account for the genitives in 1; relate the fact alluded to in 2; remark on the underlined words in 3 and 4.

1. Οὕτω δὲ τοῦ Παυσανίου θανατωθέντος, ἐπιστολαί τινες ἀνευρεθεῖσαι καὶ γράμματα περὶ τούτων, εἰς ὑποψίαν ἐνέβαλον τὸν Θεμιστοκλέα· καὶ κατεβόων μὲν αὐτοῦ Λακεδαιμόνιοι, κατηγόρουν δ' οἱ φθονοῦντες τῶν πολιτῶν, οὐ παρόντος, ἀλλὰ διὰ γραμμάτων ἀπολογουμένου μάλιστα ταῖς προτέραις κατηγορίαις.

2. Ἐκπεσόντος δὲ τῆς πόλεως αὐτοῦ καὶ διατρίβοντος ἐν Ἄργει, τὰ περὶ Παυσανίαν συμπεσόντα κατ' ἐκείνου παρέσχε τοῖς ἐχθροῖς ἀφορμάς.

3. ἀλλ' εἰ δοκεῖ σοι, τούσδ' ἀπαγγελῶ λόγους
γέροντι· χώρει δ' ἐς δόμους ὅσον τάχος,
καὶ τἄνδον ἐξάρτυε.

4. ἔστιν τί μοι κατ' Ἄργος εὐμενὲς φίλων;
ἢ πάντ' ἀνεσκευάσμεθ', ὥσπερ αἱ τύχαι;
τῷ συγγένωμαι; νύχιος, ἢ καθ' ἡμέραν.

VIII. Translate—

ΗΛ. ἐπίσχες· ἐμβάλωμεν εἰς ἄλλον λόγον.
ΟΡ. τί δ', ἐκ Μυκηνῶν μῶν βοηδρόμους ὁρᾷς;
ΗΛ. οὐκ, ἀλλὰ τὴν τεκοῦσαν, ἥ μ' ἐγείνατο.
ΟΡ. καλῶς ἄρ' ἄρκυν ἐς μέσην πορεύεται.
ΗΛ. καὶ μὴν ὄχοις γε καὶ στολῇ λαμπρύνεται.

IX. Name the *dramatis personæ* in the Electra of Euripides Give a very brief account of the part acted by each, the χορός excepted.

X. Write a summary account of Plutarch's narrative of the battle of Salamis.

FRIDAY, 16TH DECEMBER, 2 TO 5 P.M.

GREEK: TRANSLATION.

I. Translate into English:

1. ἀλλ' εἰς ὅπλ' ἔλθω, τίς δὲ πρὸς λόγχην βλέπων
μάρτυς γένοιτ' ἂν ὅστις ἐστὶν ἀγαθός;
κράτιστόν εἰκῆ ταῦτ' ἐᾶν ἀφειμένα.
οὗτος γὰρ ἀνὴρ οὔτ' ἐν Ἀργείοις μέγας

οὔτ' αὖ δοκήσει δωμάτων ὠγκωμένος,
ἐν τοῖς τε πολλοῖς ὢν, ἄριστος ηὑρέθη.
οὐ μὴ φρονήσεθ', οἳ κενῶν δοξασμάτων
πλήρεις πλανᾶσθε, τῇ δ' ὁμιλίᾳ βροτοὺς
κρινεῖτε καὶ τοῖς ἤθεσιν τοὺς εὐγενεῖς;
οἱ γὰρ τοιοῦτοι τὰς πόλεις οἰκοῦσιν εὖ
καὶ δώμαθ', αἱ δὲ σάρκες αἱ κεναὶ φρενῶν
ἀγάλματ' ἀγορᾶς εἰσιν. οὐδὲ γὰρ δόρυ
μᾶλλον βραχίων σθεναρὸς ἀσθενοῦς μένει·
ἐν τῇ φύσει δὲ τοῦτο κἀν εὐψυχίᾳ.

2. ΟΡ. πῶς γὰρ κτάνω νιν, ἥ μ' ἔθρεψε κἄτεκεν;
ΗΛ. ὥσπερ πατέρα σὸν ἥδε κἀμὸν ὤλεσεν.
ΟΡ. ὦ Φοῖβε, πολλήν γ' ἀμαθίαν ἐθέσπισας,
ΗΛ. ὅπου δ' Ἀπόλλων σκαιὸς ᾖ, τίνες σοφοί;
ΟΡ. ὅστις μ' ἔχρησας μητέρ', ἣν οὐ χρῆν, κτανεῖν.
ΗΛ. βλάπτει δὲ δὴ τί πατρὶ τιμωρῶν σέθεν;
ΟΡ. μητροκτόνος νῦν φεύξομαι, τόθ' ἁγνὸς ὤν.
ΗΛ. καὶ μή γ' ἀμύνων πατρὶ δυσσεβὴς ἔσει.
ΟΡ. ἐγὼ δὲ μητρὶ τοῦ φόνου δώσω δίκας.
ΗΛ. τῷ δαὶ πατρῴαν διαμεθεὶς τιμωρίαν;
ΟΡ. ἆρ' αὖτ' ἀλάστωρ εἶπ' ἀπεικασθεὶς θεῷ;
ΗΛ. ἱρὸν καθίζων τρίποδ'; ἐγὼ μὲν οὐ δοκῶ.
ΟΡ. οὐδ' ἂν πιθοίμην εὖ μεμαντεῦσθαι τάδε·
ΗΛ. οὐ μὴ κακισθεὶς εἰς ἀνανδρίαν πεσεῖ;
ΟΡ. ἀλλ' ἢ τὸν αὐτὸν τῇδ' ὑποστήσω δόλον;
ΗΛ. ᾧ καὶ πόσιν καθεῖλες Αἴγισθον κτανών.

3. ἀλλ' εἶπ' Ὀρέστης, ἀρτίως ἠγνίσμεθα
λουτροῖσι καθαροῖς ποταμίων ῥείθρων ἄπο.
εἰ δὲ ξένους ἀστοῖσι συνθύειν χρὴν,
Αἴγισθ', ἕτοιμοι, κοὐκ ἀπαρνούμεσθ', ἄναξ
τοῦτον μὲν οὖν μεθεῖσαν ἐκ μέσου λόγον·
λόγχας δὲ θέντες, δεσπότου φρουρήματα,
δμῶες, πρὸς ἔργον πάντες ἵεσαν χέρας.
οἱ μὲν σφαγεῖον ἔφερον, οἱ δ' ᾖρον κανᾶ,
ἄλλοι δὲ πῦρ ἀνῆπτον ἀμφί τ' ἐσχάρας
λέβητας ὤρθουν· πᾶσα δ' ἐκτύπει στέγη.

4. Ἤδη δὲ τοῦ Μήδου καταβαίνοντος ἐπὶ τὴν Ἑλλάδα, καὶ τῶν Ἀθηναίων βουλευομένων περὶ στρατηγοῦ, τοὺς μὲν ἄλλους ἐκόντας ἐκστῆναι τῆς στρατηγίας λέγουσιν, ἐκπεπληγμένους τὸν κίνδυνον· Ἐπικύδην δὲ τὸν Εὐφημίδου, δημαγωγὸν ὄντα δεινὸν μὲν εἰπεῖν, μαλακὸν δὲ τὴν ψυχὴν, καὶ χρημάτων

ἥττονα, τῆς ἀρχῆς ἐφίεσθαι, καὶ κρατήσειν ἐπίδοξον εἶναι τῇ χειροτονίᾳ. Τὸν οὖν Θεμιστοκλέα, δείσαντα, μὴ τὰ πράγματα διαφθαρείη παντάπασι, τῆς ἡμεμονίας εἰς ἐκεῖνον ἐκπεσούσης, χρήμασι τὴν φιλοτιμίαν ἐξωνήσασθαι παρὰ τοῦ Ἐπικύδους.

5. Δοκεῖ δ' οὐχ ἧττον εὖ τὸν καιρὸν ὁ Θεμιστοκλῆς, ἢ τὸν τόπον, συνιδὼν καὶ φυλάξας, μὴ πρότερον ἀντιπρώρους καταστῆσαι ταῖς βαρβαρικαῖς τὰς τριήρεις, ἢ τὴν εἰωθυῖαν ὥραν παραγενέσθαι, τὸ πνεῦμα λαμπρὸν ἐκ πελάγους ἀεὶ καὶ κῦμα διὰ τῶν στενῶν κατάγουσαν· ὃ τὰς μὲν Ἑλληνικὰς οὐκ ἔβλαπτε ναῦς, ἀλιτενεῖς οὔσας καὶ ταπεινοτέρας, τὰς δὲ βαρβαρικὰς, ταῖς τε πρύμναις ἀνεστώσας, καὶ τοῖς καταστρώμασιν ὑψορόφους καὶ βαρείας ἐπιφερομένας ἔσφαλλε προσπίπτον, καὶ παρεδίδου πλαγίας τοῖς Ἕλλησιν ὀξέως προσφερομένοις.

6. Ὁ δέ φησιν· "Ὦ ξένε, νόμοι διαφέρουσιν ἀνθρώπων· ἄλλα δ' ἄλλοις καλά· καλὸν δὲ πᾶσι τὰ οἰκεῖα κοσμεῖν καὶ σώζειν. Ὑμᾶς μὲν οὖν ἐλευθερίαν μάλιστα θαυμάζειν καὶ ἰσότητα, λόγος· ἡμῖν δὲ πολλῶν νόμων καὶ καλῶν ὄντων, κάλλιστος οὗτός ἐστι, τιμᾷν βασιλέα, καὶ προσκυνεῖν εἰκόνα θεοῦ τοῦ τὰ πάντα σώζοντος. Εἰ μὲν οὖν, ἐπαινῶν τὰ ἡμέτερα, προσκυνήσεις, ἔστι σοὶ καὶ βασιλέα θεάσασθαι καὶ προσειπεῖν· εἰ δ' ἄλλο τι φρονεῖς, ἀγγέλοις ἑτέροις χρήσῃ πρὸς αὐτόν. Βασιλεῖ γὰρ οὐ πάτριον ἀνδρὸς ἀκροᾶσθαι μὴ προσκυνήσαντος."

7. (*Not from Text-Books.*)

Ἐκ ταύτης τῆς χώρας, ὁ ἄρχων τοῖς Ἕλλησιν ἡγεμόνα πέμπει, ὅπως διὰ τῆς ἑαυτῶν πολεμίας χώρας ἄγοι αὐτούς. ἐλθὼν δ' ἐκεῖνος λέγει, ὅτι ἄξει αὐτοὺς εἰς χωρίον, ὅθεν πέντε ἡμερῶν ὄψονται θάλατταν· εἰ δὲ μὴ, τεθνάναι ἐπηγγείλατο. καὶ ἡγούμενος ἐπεὶ ἐνέβαλεν εἰς τὴν ἑαυτοῖς πολεμίαν, παρεκελεύετο φθείρειν τὴν χώραν· ᾧ καὶ δῆλον ἐγένετο, ὅτι τούτου ἕνεκα ἔλθοι, οὐ τῆς τῶν Ἑλλήνων εὐνοίας. καὶ ἀφικνοῦνται ἐπὶ τὸ ἱερὸν ὄρος τῇ πέμπτῃ ἡμέρᾳ· ὄνομα δὲ τῷ ὄρει ἦν Θήχης· ἐπειδὴ δὲ οἱ πρῶτοι ἐγένοντο ἐπὶ τοῦ ὄρους καὶ κατεῖδον τὴν θάλατταν, κραυγὴ πολλὴ ἐγένετο.

II. Translate into Greek:

1. Alexander, hearing that Darius, the king of the Persians, was preparing a very large army, replied, "One wolf does not fear many sheep."

2. The Athenians were building the walls of their city. The Lacedæmonians bore this ill; but Themistocles deceived them in this way. He went to Sparta as an ambassador and spoke as follows: "My citizens are not building the walls. You seem not to believe me. Send therefore trusty men to

inspect the city; meanwhile do you detain me." The Lacedæmonians did this.

FRIDAY, 16TH DECEMBER, 10 A.M. TO 1 P.M.
LATIN: TEXT-BOOKS AND GRAMMAR.

I. 1. Decline in the *singular*:—quis homo, hospes iste, princeps navis.

2. Give the *gender* and *genitive plural* of:—acus, stirps, vis, domus, iter.

3. Give the other degrees of comparison of:—ultimus, vetus, audacius, iunior, maxime, tutius, sobrius.

II. 1. Give the principal parts of:—vivo, vinco, vincio, cado, cædo, tego, texo, orior, ordior, figo, fingo, iacio, iaceo.

2. Write out in full the Present Subjunctive of "volo" (*to wish*), the Perfect Subjunctive of "fero," the Future Simple Indicative of "fio," and the Imperative of "eo."

III. 1. Give, with English meanings, the *correlatives* of the following:—qualis, quantus, quot.

2. Write down (*a*) the Frequentative Forms of dicere, gerere, (*b*) the Desiderative Forms of edere, scribere, (*c*) the Inceptive Forms of horrere, liquere.

3. Compound the verb "esse" (*to be*) with any *six* various prepositions, and give the meanings of the compound verbs so formed.

IV. Express in Latin:

1. I, my friends, prefer death to dishonour.
2. He would have helped us, if he had been able.
3. Let us hope that the city will not be taken.
4. He promised to bring the prisoners to Rome.
5. Do not touch (*in three ways*).

V. Simply translate:

1. At ille lentus, "Quæso, num binas mihi
Clitellas impositurum victorem putas?"
Senex negavit.

2. Vultus tuus nescio quod ingens malum præfert, sed cave miseri hominis auribus parcas.

3. Vereri se, ne avium modo, quas naturalis levitas ageret ad sidera, inani ac puerili mentis affectu efferretur.

VI. Translate the following passages and explain the grammatical construction of the italicised words:—

1. O *me infelicem*, qui nunc demum intelligo
Utilia mihi quam *fuerint*, quæ despexeram.

2. *Ovem* rogabat cervus *modium* tritici
Lupo sponsore.

3. Quidam contra miseriti
Perituræ quippe, quamvis nemo *læderet*,
Misere panem.

4. *Multis* tamen *saluti* fuere Sidonii, qui intra Macedonum praesidia erant.

5. Ipse cum expedita delectorum manu *Nilo amne* vectus est.

6. Equites praemisit *speculatum*, simul ut ignem, quo barbari cremaverant vicos, extinguerent.

VII. Re-write the following:

1. (*a*) Totamque flammis arborem circumdedit.
   (*b*) Æsopo quidam petulans lapidem impegerat.
   Changing the verbs from the active into the passive.

2. Quindecim millia hoc furto subducta saevitiae sunt.
   Changing the verb from the passive into the active.

3. Se vero ad ipsum vocare desineret, namque illius exitio se esse venturum.
   In the form of direct speech.

VIII. Translate:

1. Cuius non fugio mortem, si famam adsequar,
   Et cedo invidiæ, dummodo absolvar cinis.
   Write a note on the person here referred to.

2. Tum sic deorum genitor atque hominum sator,
   "O nata, merito sapiens dicere omnibus."
   Name the two deities thus described.

3. Has quoque insulas *praesidiis* occupat, *pecunia* multat.
   Give the derivations and explain the cases, of the italicised words.

4. Ex summo temone hastæ praefixæ ferro eminebant, utrimque a iugo ternos direxerat gladios.
   Explain as well as you can how the chariots were armed for battle.

IX. 1. Write short explanatory notes on:
   Manes, Pisistratus, Mnemosyne, Achilles, Alexandria.

2. Describe the chief incidents in the siege of Tyre.

FRIDAY, 16TH DECEMBER, 2 TO 5 P.M.

LATIN: TRANSLATION.

I. Translate into English:

1. Solent mendaces luere poenas malefici.
   Calumniator ab Ove cum peteret Canis
   Quem commodasse panem se contenderet,
   Lupus citatus testis, non unum modo
   Debere dixit, verum affirmavit decem.
   Ovis, damnata falso testimonio,
   Quod non debebat, solvit. Post paucos dies
   Bidens iacentem in fovea conspexit Lupum:
   "Haec," inquit, "merces fraudis a superis datur."

2. Columbae saepe cum fugissent Miluum,
   Consilium raptor vertit ad fallaciam,
   Et genus inerme tali decepit dolo:
   "Quare sollicitum potius aevum ducitis,

Quam regem me creatis, icto foedere,
Qui vos ab omni tutas praestem iniuria?"
Illae credentes tradunt sese Miluo,
Qui, regnum adeptus, coepit vesci singulas.

3. Ego, quem Pierio mater enixa est iugo,
In quo tonanti sancta Mnemosyne Iovi
Foecunda novies artium peperit chorum,
Quamvis in ipsa paene sim natus schola,
Curamque habendi penitus corde eraserim,
Fastidiose tamen in coetum recipior.

4. Dum procedunt, aspicit
Lupus a catena collum detritum Canis.
"Unde hoc, amice?—Nihil est.—Dic, quaeso, tamen.—
Quia videor acer, alligant me interdiu,
Luce ut quiescam, et vigilem, nox quum venerit.
Crepusculo solutus, qua visum est, vagor.
Affertur ultro panis; de mensa sua
Dat ossa dominus; frusta iactat familia:
Sic, sine labore, venter impletur meus.—
Age, si quo abire est animus, est licentia?—
Non plane est, inquit.—Fruere quæ laudas, Canis;
Regnare nolo, liber ut non sim mihi."

5. Biduo ibi rex stativa habuit. In proximum deinde iter pronuntiari iussit. Sed prima fere vigilia luna deficiens, primum nitorem sideris sui condidit; deinde, sanguinis colore suffuso, lumen omne foedavit: sollicitisque sub ipsum tanti discriminis casum ingens religio, et ex ea formido quædam incussa est. Diis invitis in ultimas terras trahi se querebantur. Iam nec flumina posse adiri, nec sidera pristinum praestare fulgorem. Vastas terras, deserta omnia occurrere. In unius hominis iactationem tot millium sanguinem impendi.

6. Iamque haud procul oraculi sede aberant, cum complures corvi agmini occurrunt, modico volatu prima signa antecedentes: et modo humi residebant, cum lentius agmen incederet, modo se pennis levabant, antecedentium iterque monstrantium ritu. Tandem ad sedem consecratam deo ventum est. Incredibile dictu, inter vastas solitudines sita, undique ambientibus ramis, vix in densam umbram cadente sole, contecta est: multique fontes, dulcibus aquis passim manantibus, alunt silvas; coeli quoque mira temperies, verno tempori maxime similis, omnes anni partes pari salubritate percurrit.

7. Aegro animi Alexandro et utrum perseveraret an abiret satis incerto, classis Cypro advenit. Eodem tempore Cleander cum Graecis militibus in Asiam nuper advectus, centum et octoginta navium classem in duo dividit cornua. Laevum Pythagoras, rex Cypriorum, cum Cratero tuebatur; Alexandrum in dextro quinqueremis regia vehebat.

(*Not from Text-Books.*)

8. Publium Messienum, equitem Romanum, omnibus rebus

ornatum, meumque perfamiliarem, tibi commendo ea commendatione quae potest esse diligentissima. Peto a te, et pro nostra et pro paterna amicitia, ut eum in tuam fidem recipias, eiusque rem famamque tuearis. Virum bonum tuaque amicitia dignum tibi adiunxeris, mihique gratissimum feceris.

II. Translate into Latin:

In the year 331 B. C., at the beginning of spring, Alexander set out from Alexandria. This town, situated at the mouth of the river Nile, was founded by Alexander and called after his own name. He marched through Phoenicia and Syria to the river Euphrates, which he crossed near Thapsacus. Thence he proceeded through Mesopotamia, led his army across the Tigris, and at length met with the immense hosts of Darius. The battle was fought in the month of October, and ended in the complete defeat of the Persians.

FRIDAY, 16TH DECEMBER, 10 A.M. TO 1 P.M.

ARABIC: TEXT-BOOKS AND GRAMMAR.

I. 1. How is time or tense expressed in Arabic? How would you express the near future, the past progressive, and the future emphatic?

Translate by a single expression:—We shall soon see him. You shall go.

2. Distinguish between نون اعرابي and نون جمع

3. What is مبني اصل? Why is فعل ماضى said to be مبني and why is فعل مضارع said to be معرب

II. 1. Define the following:— جمع قلة - جمع سالم - مثال - لفيف مفروق - منتهي الجموع - and give two examples of each.

2. In the following list of twenty-four words give the singular form of the plural and the plural form of the singular, together with the meaning of each:

امراء - آفاق - حميّات - ذئب - شباب - ذواكل - عين - اكاذيب - اساطين - مساوي - دين - اعوان - شمس - قمر - بحر - بر - صور - اوتاد - ذين - ارض - سماء - مروج - فجاج - حرف *

3. Give the diminutives of ركن الدين - خالد - ارض - زيد and the augmentatives (مبالغه) of صادق and كاذب .

III. 1. Explain the following either in English or Hindustani :

الطبيب ضامن لو كان حاذقاً - ما اقل درايتك - استراق السمع (a)
آتين كذباً من الفجر الاول - اغلط حساً من عين الاحول -
ما اشبهك بمسيلمة الكذاب - رجماً بالغيب - تعمّد الكذب -
الاباء العلويه - الامهات السفليه .

والصلواه على من دنا فتدلى الى ربه الاعلى (b)
فكان قاب قوسين او ادنى والقمر قدرناه منازل حتي عاد
كالعرجون القديم
كل في فلك يسبحون - فوق كل ذى علم عليم - تدرك بوهم و
تبصر بشهم و تسمع بعظم *

2. Parse ما اشبهك بمسيلمة الكذاب and
انك اغلط حساً من عين الاحول

3. To which باب do the following belong :— استراق - عاد - قدرنا - تدلى - تعمد . Give the third person, singular, masculine of the ماضي and مضارع of each.

IV. 1. Explain the following proverbs :

ليس الخبر كالمعاينه - من قل صدقه قل صديقه - قد تكسد البواقيت في بعض المواقيت - التواني اضاعه - خذه بالموت حتى يرضى بالحمى - عنقود معلق في الهواء من لا يصل اليه يقول حامض - الحق سيف قاطع و درع مانع - عصفور في اليد خير من كركي في الهواء - ربما كان السكوت جوابا *

2. Give the English, Persian or Hindustani equivalent of any of the above that you can.

3. Explain ·

كن ابن من شئت و اكتسب ادبًا
يغنيك محموده من النسب

ان الفتى من يقول ها انا ذا
ليس الفتى من يقول كان ابي

V. 1. What are the سبعه سياره - خمسهٔ متحيره - الليّران - عناصر اربعه - بروج اثنا عشر . Give their Arabic names.

2. Explain العالم الاصغر and العالم الاكبر and the analogy drawn between them by the physician. What is meant by حذوا النظير بالنظير .

3. Mention the علامات تانيث Fully explain الشمس في اللغة مونث وفي التنجيم مذكر و القمر بالعكس

VI. Give the Arabic equivalent of the following:

1. Five men and fifteen women.
2. Twelve women and eighteen men.
3. Two hundred men and four hundred women.
4. Two thousand women.
5. Two men.
6. O! My father!
7. O! My little son!
8. Alas! for my father!
9. How miserly he is!
10. May God forgive him!

VII. Correct or justify the following:

1. أمه ضربه بالسوط على كتفاه
2. المسلمين يقول بان الله واحداً
3. رايت زيد و عمرو يروح الى البستان
4. زيد فقير لكن خالد غني
5. قيل ان ابوعلي كان رجل من اجل الحكماء

VIII. Answer any one of the following questions:

1. Give the Arabic names of the months of the year, days of the week, and the five fingers of the hand. What are الاشهر الحرم .

2. Give the تعاليل of دع - عد - يرمي .

3. Name the افعال مقاربة and افعال مدح وذم with a sentence illustrating the use of *one* of each.

FRIDAY, 16TH DECEMBER, 2 TO 5 P.M.

ARABIC: TRANSLATION.

I. Translate into Arabic:

There was in the city of Cairo, a merchant who had abundance of wealth and ready-money and jewels and his name was Hasan, the jeweller of Bagdad. He had a son, of handsome countenance, and he named him Ali of Cairo. He had the boy taught the Quran and science, and eloquence and logic. The young man was very clever and soon surpassed his father in learning. At length, the old man became sick, and the doctors said he would soon die. So he summoned to his room his son, Ali of Cairo, and said:—"O my son, verily this world is transitory, and the world to come is everlasting: every soul must taste of death, and now, O my son, I am about to depart and I give thee instructions how to act." Ali replied: "O my father certainly I will obey your commands." And his father rejoined: "O my son, I leave to thee houses and goods and much wealth, so that if thou spend every day 500 pieces of gold, thou wilt not miss it; but, O my son, be mindful of holding the fear of the Lord and of obeying the ordinances which He hath commanded. Be kind to all persons, associate with the learned and upright, be just to all thy servants, be diligent in business, avoid the companionship of the wicked and put away any desire of avarice."

II. Translate into English:

1. س من انت ج انا هو الذي استطعمتك امس من شدة الجوع والعطش فاطعمتني حتي شبعت وارويت من كله كله ثم كله انت وزوجك وولدك وضيفك * س كيف وجدت فلانا في السخاء ج وجدته حاتم وقته امر فجمعوا اليّ من التمر والحنطة والارز والذرة ودقيقه وسويقه فجمع لي من الاوزاد حتي ملأ شوني فجعلوها في ثوب اخر وحملوها علي بعيري الذى كنت راكبا عليه * س قل له كل كل الطعام ثم قل و مر هذا الرجل

يدهن رجله بالاكرام * سرزدني ج اذا رايت متحابين فلا تكن غراب البين و نمّاما في الجانبين و اذا رايت متخاصمين فاعلم ان اصلاح ذات البين ينفعك في الدارين *

2 لا تصحب من ينسي معاليك و يذكر مساويك * من لم تود به الكرامة قوّمنه الاهانة * لا تحاجج من يذهلك خوفه و يتلفك سيفه * لا تطلب سرعة العمل و اطلب تجويده فان الناس لا يسئلون في كم فرغ و انما ينظرون الي اتقانه وجوده صنعه * لا تدفعن عملا عن وقته فان للوقت الذي تدفعه اليه عملا اخر وست تطيق ازدحام الاعمال لانها اذا ازدحمت دخلها الخلل * اذا احدث لك العدوّ صداقة لعلة التجأته اليك فمع ذهاب العلة رجوع العداوة كالماء تسخنه فاذا امسكت عنه عاد الى اصله باردا والشجرة المرة لو طليتها بالعسل لم تثمر الا مرا *

3. ولا يغرنك ود من اخي امل
حتي تجربه في غيبة الامل
وكل داء دواؤه ممكن ابدا
الا اذا امتزج الاقتار بالكسل
استحي من ذم من ان يدن توسعه
مدحا و من مدح من ان غرب ترتذل
شرالوري بمساوي الناس مشتغل
مثل الذباب يراعى موضع العلل

4. قيل ان سفيان الثوري و شيبان الراعي رض كانا يمشيان معا فاذا بلغا مقارة الكعبة قام اسد و قصدهما * فقال سفيان نخاف ان يقتلنا وليس معنا سلاح * قال شيبان لا تخاف يا امام المسلمين فان خالقنا و خالقه واحد * فدنى منه شيبان واخذ اذنه و عركه والاسد كان يضع فمه علي الارض يتبصبص له *

وقال سفيان إحترز بشهرتك * قال شيبان احترزت من الشهرة والا فاحمل زادي ورجلي الي مكة علي ظهر هدا الاسد *

FRIDAY, 16TH DECEMBER, 10 A.M. TO 1 P.M.

PERSIAN: TEXT-BOOKS AND GRAMMAR.

I. Write in Persian:

1. The meanings of the following words:

قجور - قلان - مؤنات - ارامل - آيات بينات - محكمات - درفش گاويان - قضاي مبرم - مناخ - چار طبع - ضرب جهر - قوائم - مكاوحت *

2. The various meanings of درست - نتايج - اعيان - ارکان

II. 1. Distinguish between the meanings of:

خَلف و خُلف - مخاطِب و مخاطَب - عَشا و عِشا - اَشراف و اِشراف *

III.

بزرگان از همه خلقان دیگر
حدیث کس محقرتر نیوشند
شنیدستي که در افواه گویند
که در معني بزرگان جمله گوشند
سعي شکر نعمت قدرت بود
جبر تو کفران آن نعمت بود
شاید امروز نشان دگرت منظور است
کز دلم تیر نگاه تو پریشان گذرد
بوي گل برخاست گوئي در چمن هاروت بود
بلبلان مست اند گوئي دیده چون ماروت را
بر خاک ما نه شمع فرشتاد و نه گلي
مردیم و سینه صاف نشد بد گمان ما

مظهر زنگ عشق تو مردیم همچو شمع
این زندگي بود مناسب شان ما
گر هست چو مجمر نفسم گرم عجب نیست
اذ حبک قد او قد فی قلبي نارا

1. Paraphrase the above.
2. Analyse the first and the last couplets.
3. Parse each word in the first couplet.

IV. 1. Paraphrase in Persian, so as to bring out the full meaning, the following extracts :

۱ عقد مروارید دندان در درج دهان او مشقق شده - و رشتهٔ پرویني سان چون بنات النعش متفرق گشند *

۲ دانست که علت تخم است و سبب او بسیاري اکلها - باجتیاع علاجش کرد *

۳ من از فعلیت پرسیدم او از کمیت جواب داد *

۴ گفت من مرد تخیلم چون ذکر کرم رود مقلوبش را غنیمت می شمارم و چون صفت مرد میکنند معکوسش را دوستر دارم *

۵ به تخمین و تقلید توهماتي چند برهم تافتند - و سبب اضلال و اغواي شما مي گردند *

۶ دریاب علم که ترکیب از عین و لم یافتر مشعر بر این است که تا این کس چشم برنفی دارد جوهر مقصود بدست نیارد - ع - * نر فني را شناسد نه داند علی را *

V. 1. Quote the couplets in which "بدرم" is used in three different senses, and give its various meanings.

2. Write short notes on any two of the following :

سحبان - حسان - هابیل و قابیل - هاروت و ماروت *

VI. 1. What are the signs of the possessive case : when is each used ?

2. Give illustrations of جملهٔ انشائیه - جملهٔ معترضه - استعاره - مفعول له

3. Give the derivations of بازارگان - فیلسوف - وغیره - ایلچي

VII. 1. Explain the formation and give examples of
اسم حالیه - اسم صفت - جمع - متعدی بالواسطه *

2. State the rules for the formation of the following plurals :

نامجات - فرشتگان - دانایان - مکانات *

3. Give the meaning of the following affixes :

سار - ا - ان - زار - وند - دیس - وش - ویه *

VIII. Supply the necessary words in the following :

گفتم ای یار توانگران - مسکینان اند و - گوشه‌نشینان و - زائران و - مسافران و متحمل - ازبهر - گران دست تناول به - انگه برند - متعلقان و - خورند *

IX. Re-write the following without using figures of speech :

(۱) کلید فتح یعنی گوشهٔ ابروي شمشیرت
بیک جنبش کشاید چین قفل از جبههٔ دریا *

(۲) درویشي بادشاهي را دید عنان اسپ شاه بگرفت ورخ نیاز برخاک مالید که در پاے پیل ظلم افتاده ام - یا بساط عدل درنورد یا داد پیادهٔ مظلوم از ظالم فرزین رفتار بستان که به عقاب عقاب جانور دار تو گرفتارم *

(۳) دفتر بهجت بر طاقچهٔ عدم نشایستي نهاد *

(۴) ماهي نشاط بشست کشید *

FRIDAY, 16TH DECEMBER, 2 TO 5 P.M.

PERSIAN: TRANSLATION.

1 Translate into English any two of the following pieces :

1. حالیکه من این سخن گفتم عنان طاقت درویش از دست تحمل رفت - تیغ زبان برکشید و اسپ فصاحت بمیدان وقاحت جهانید - و گفت - چندان مبالغت در وصف ایشان کردي و سخنهاي پریشان بگفتي - که وهم تصور کند که تریاق اند یا کلید

خانه ارزاق - مشتی متکبرمغرور - معجب نفور - مشتغل مال و نعمت - مفتتن جاه و ثروت - که سخن نگویند الا بشفاعت - و نظر نکنند الا بکراهت - علمارا بگدائي منسوب کنند - و فقرا را به بے سرو پائی طعنه زنند - بعلت مالے که دارند و عزت جاهیکه پندارند برتر از همه نشینند - نه آن در سردارند که سربکسے نردارند - بے خبر از قول حکما که گفته اند هرکه بطاعت از دیگران کم است و به نعمت بیش بصورت تونگر است و بمعني درویش *

2. هما گفت چون سخن از علم گفتي بیان کن که علم چیست - حکیم خراسان گفت العلم ما یتحقق به المعلوم - هما گفت اگر مفاخرت بدین علم است از جمیع حیوانات هیچ کدام نیست که این علم ندارد و همه را این قوت معجزه داده اند که آب از گل و گل از خار فرق مي کند - حکیم گفت علم را اصل است و فرع - شمارا از آن فرع اندک نصیب داده اند و آن علم معیشت است که مدار جمله معاملات شما بران است و این علم شعبهٔ است از علوم که قسم بني آدم شده است چنانکه یکي از ان علم شریعت است *

3. قباد مردے سخت ستمگار بود مردمان ازو بستوه آمده با پلاش یکدل گشته که قباد را از شهریاري برانند و پلاش را بپادشاهي بنشانند - و قباد بترکستان نزدیک خاقان گریخت - روزگاري در آنجا بماند و در کوهي که آنرا کوه قبادیان گویند جاي داشت - ازان پس چون روزگار پلاش سپري شد قباد از خاقان لشکري خواست که بیاید و ایران شهر بستد و کینهٔ مردمان پارس بویژه ازیونان دستور در دل داشت و از هرکسے باجي گرفت و گروهي را بکشت - یونان ازوي بگریخت و مردمان پارس ازوي رنجور شدند و چهل سال پادشاهي کرد و بمرد *

II. Translate into English the first piece, and either (2) or (3):

1. گفت شیر آرے ولے رب العباد
نود باني پیش پاي ما نهاد
پایہ پایہ رفت باید سوي بام
هست جبري بودن اینجا طمع خام
پای داري چون کنی خودرا تولنگ
دست داري چون کني پنهان تو چنگ
سعي شکر نعمت قدرت بود
جبر تو کفران آن نعمت بود
شکر نعمت قدرتت افزون کند
کفر نعمت از کفت بیرون کند

2. دگر زنگئ را چو عفریت مست
فرستاد تا گوهر آرد بدست
بیک ناچخ شہ کہ بروي رسید
ز زنگي رگ زندگاني برید
دگر دیوے آمد چویک پارہ کوہ
کزو چشم بینندگان شد ستوہ
همان خورد کان نا تراش دگر
چنین چند را خاک خارید سر
سیہ روي تر زنگئ دیو سار
بہ پیچش در آمد چو پیچندہ مار
برو نیز شہ نا چخي راند زود
بزخمي بر آورد زو نیز دود

3. چندانکہ گفتم غم با طبیبان
درمان نکردند مسکین غریبان
آن گل کہ هردم در دست خاریست
گو شرم بادت از عندلیبان

ما درد پنهان با بار گفتیم
نتوان نهفتن درد از طبیبان
یا رب امان ده تا باز بیند
چشم محبان روي حبیبان
درج محبت بر مهر خود نیست
یارب مبادا کام رقیبان
ای منعم آخر بر خوان وصلت
تا چند باشم از بے نصیبان
حافظ ز گشتن رسواے گیتي
گر مي شنیدي پند غریبان

III. Translate into Persian:

1. Dogs have been taught to hunt, to pick up game, to *point* at game—that is, to stop, and look steadily towards the place where a bird is hiding. They have been taught to keep the house, and to bark at robbers. They have been taught to mind sheep. A sheep dog understands all his master's cries and signs, and will drive the sheep this way or that as he is bid. Dogs are very fond of society. Many dogs are glad to see their master's friends. They like to meet other dogs, though they sometimes quarrel when they meet.

2. My dear friend,—I am afraid you will go nearly crazy when you read this letter. If Hamid has not written to you before now, you will be surprised to hear that we are in Bokhara territory, and that poor Mahmood is dead We started from Lahore in Zil-hajj with plenty of provisions and two yoke of oxen. We went along very well till we got within a couple of hundred miles of Bokhara, when some Turkomans attacked us. We found places where they had killed previous travellers. We had two common muskets with us, two breach-loading guns and one revolver, but they were of no use. We had fifty robbers against the four of us.

IV. Translate freely into English:

چند روز قبل نواب حسن عسکري میرزا از نوابان محترم
هندوستان بعزم سیاحت این شهر بزرگ پاي تخت اسلام از راه
مصر و اسکندریه وارد شده اند - از قراریکه آگاهي حاصل نمودیم
نواب معظم الیه گرامي فرزند نواب احتشام الدوله و نبیرهٔ خلد
آشیان ذوالفقار الدوله و برادر زادهٔ اقبال الدوله مرحوم است که
چندین سال بود در بغداد اقامت داشت و دو سال قبل در

انجا برحمت ایزدي پیوست - نواب معظم الیه تا یکماه دیگر درین شهر سیاحت و اقامت خواهند کرد *

FRIDAY, 16TH DECEMBER, 10 A.M. TO 1 P.M.

URDU: TEXT-BOOKS AND GRAMMAR.

I. 1. الفاظ ذیله کے معنے سلیس اردو میں لکھو :

انگ - کھائي - موہ لینا - پویکھا - نعم البدل - سنگ یدہ - گچنال - کاچھي - کوچ - نیہہ - ان آتما - وارسہ - پیترا نارسعیر - ما قل و دل - باقي عندالتلاقي - علم الٰہي - علم طبعی - علم ریاضي - بیاکرن - بیدک - جوتک - سامدرک - باستک *

2. الفاظ مرقومۃ الذیل کي اصل بتلاو :

فیلسوف - گلخن - خرمن - شمشیر - آفتاب *

II. 1. نثر و نظم ذیل کا مطلب سلیس اردو میں لکھو :

(۱) ایام گزاري کا وسوسہ منجر بغیر ہوا - (۲) دسوین سفر کو عارضہ کا سفر ہوا في الجملہ اس ضعف و ناتواني سے مفر ہوا - (۳) رطب و یابس پر اختیار کلي دیا - (۴) قیصر نے اختر رفعت طلعت زیبا طالع سلطنت نما سے تابان دیکھا - (۵) کوس لمن الملک بجاتے تھے - (۶) اس کو آفتاب لب بام پایا - (۷) اطاعت اور فرمانبرداری کی بیعت مکرر بایمان موکد کي - (۸) وقت ازدست رفتہ و تیر از شست جستہ پھر نہیں آتا ہي - (۹) اب نوبت بجان وکارد باستخوان ہي - (۱۰) ترکي تمام ہوتي جاتي ہي - (۱۱) جاکا کام تاہي کو ساجھے - (۱۲) جوگي کس کے میت *

ہوں ترے وعدہ نکرنے میں بھي راضي کہ کبھي
گوش منت کش گلبانگ تسلي نہ ہوا
محفل میں تم اغیار کو دزدیدہ نظر سے
منظور ہي پنہان نرہے راز تو دیکھو

تصویر ہر نفس ہی پیش چشم اس روے روشن کا
نگہبان برق کو مین نے کیا ہی اپنے خرمن کا
یہ روز سے ترے ہی جوان جہان کہین
کہے نہ کوئی دوشنبہ کو بھی جہان مین پیر
زمانہ دشمن عشرت کا اس قدر قاتل
مہ صیام کو دیکھے نہ کوئی بے شمشیر

2. پہلی بیت کی ترکیب (parsing) کرو *

III. 1. اشعار ذیل کے تلمیحات کی مختصر شرح کرو :

عداوت کی تو کیا حاصل نہ تھا معلوم اخوان کو
نکل کر چاہ سے یوسف عزیز کاروان ہوگا
ملک کے وارث کو دیکھا خلق نے
اب فریب طغرل و سنجر کھلا
دیکھا یا جس سے اعجاز موسیٰ کلک قدرت نے
ید بیضا بنایا چور انگشت حنائی کا

2. اس بیت مین کیا اعتراض ہوسکتا ہی ؟

کشاکش دل کی مار آستین کا کام کرتی ہی
دل بیتاب کو پہلو مین اک گرگ بغل پایا

IV. اشعار ذیل کو سلیس نثر مین مشکل لغتون سے اور فارسی ترکیبون سے پاک کرکے لکھو :

خسروا سنکے ترا مژدۂ جشن نو روز
آج ہی بلبل تصویر تلک زمزمہ سنج
خبر عیش تری دی ہی چمن کو جا کر
زر گل پیک صبا پائے نہ کیونکر پا رنج
بادۂ جوش جوانی کی ہی گویا ایک موج
تن پیران کہن سال پر ہو چین شکنج
چند قطرے سے ہین شبنم کے وہ بلکہ کمتر
آگے ہمت کے ترے گوہر شہوار کے گنج

حسن نیت سے ہي تو یوسف مصر بخشش
دست حاتم مین بجا ہي کہ جو دین تیغ و ترنج

V. 1. سوالات مرقومۂ ذیل سے کسي دو کو لکھو :

(۱) فقیرون کے مشہور گروہون کے نام اور انکے بعض طریقے - (۲) رستم کي موت کا حال - (۳) دارا کي وصیتین - (۴) زراعت و تجارت پر نوکري کي ترجیح کے دلائل - (۵) بقراط - عرقوب - ابن مقلہ فیلقوس - جالینوس سے کسي دو کا مختصر حال - (۶) انسان کو کن مختلف ذرائع سے طبي معلومات حاصل ہوتے ہین؟ (۷) بقول حکما اعضاي انساني کن برجون سے منسوب ہین ؟ ۸) ہندون کے قول سے واسطۂ پیدائش کون تھا ؟

VI. 1. موضوع علم اور غرض و غایت علم کسکو کہتے ہین *

2. ان کي مثالین لکھو :

(۱) مصدر جو صیغۂ امر کي جگہہ مستعمل ہو - (۲) صیغۂ مضارع جو مجازاً ماضي کے معنے مین آیا ہو - (۳) صیغۂ حال جو ماضي کے معنے مین برتا گیا ہو *

3. فقرات ذیل مین جن حرفونکے نیچے لکیرین ہین اونکے معنے بتاو :

(۱) تو شور سے میري بھي بیزار نہو ہرگز - (۲) اس نے تیز توپون سے قلعہ چھین لیا - (۳) یہہ کتاب کتنے کو بیچو گے ؟ (۴) دل ہمارا خانۂ اللہ کر مشہور تھا *

اردو مین اسم حالیہ - تمیز - اضافت - مفعول کي کیا علامتین ہین ؟

VII. 1. ایسے تھوڑے اسما لکھو جو بدون دوسرے کلمون کے ملے جملے کا جزو نہین ہوتے *

2. ان جملون مین کس قسم کے مفعول ہین ؟

(۱) زید ناصر دی سے نہین لڑا - (۲) اس نے بڑي مار ماري - (۳) مین آج مدرسہ گیا *

3. اسم مونث کي پہچانت کے کلیہ قاعدے کیا ہین ؟

4. ازروی صفت یہہ کس قسم کے جملے ہین ؟

(۱) زید بڑا آدمي ہي اسکے پاس دولت ہي - (۲) تم مدرسہ نجاؤ کہ تعطیل ہوگئي ہي - (۳) زید لکھتا ہي اور بکر پڑہتا ہي - (۴) مین نے خطا نہین کي میرے شریک نے کي ہي - (۵) مین بھولے سے اوٹھکر چلا گیا - (۶) یہہ عجیب بات ہي تم سے محنت نہین ہوتي *

VIII. 1. فاعل اور مفعول کي کیا پہچان ہي اور تانیث و تذکیر اور وحدت و جمع مین فعل کسکے موافق ہوا کرتا ہي *

2. اضافت اور صفت کے خواص بیان کرو *

3. مرکب ناقص - توابع با معني - معرفہ - ظرف اور اصل جملہ کے اقسام مع مثال رقم کرو *

اس عبارت مین بجاے لکیرون کے مناسب الفاظ لکھکر انکے نیچے خط کہینچو :

نقل ــــ کہ ایک خچر ــــ سے ــــ ہوا کسي ندي کے ــــ اترتا تھا ــــ بیچ دہار مین پہنچا تو ــــ ایک ــــ پاني مین ایسا لگایا ــــ وہ نمک بھیگ کر ــــ گیا - اور اسکي ــــ ہلکي ہو گئي یہہ ــــ ایک گدھے ــــ جسکي پیٹھہ پر روئی لدي ہوي تھي دور سے ــــ اور دیکھتے ہي وہ ــــ ندی کے ــــ پہنچکر جھٹ پٹ ندي ــــ کود پڑا اور غوطہ ــــ چلنے لگا لیکن اسکي پیٹھہ کا ــــ ہلکا ہونے کے ــــ اسقدر بھاری ہوگیا ــــ بوجھہ کے ــــ اسي جگہہ دب کر رہگیا *

FRIDAY, 16TH DECEMBER, 2 TO 5 P.M.

URDU: TRANSLATION AND COMPOSITION.

I. Translate into Urdu:

1. Their intention was now obvious, and I thought that the more easily they were permitted to rob me of everything, the less I had to fear. I therefore allowed them to search my pockets without resistance, and to examine every part of my apparel; and at last they stripped me quite naked. After this, some of them went away

with my horse, and the remainder stood considering whether they should leave me as I was or allow me something to shelter me from the sun. They returned me the worst of two shirts, and a pair of trousers; and, as they went away, one of them threw back my hat, in the crown of which I kept my papers.

2. Who teaches the bird to construct her nest of the materials, of the shape, and in the situation best adapted to her mode of life? How does she learn that she shall lay eggs, and that her eggs will require a nest to keep them safe and warm? By what rules does she determine the due proportions between the size of the nest and the number of the young which are not yet in existence? Who has taught her to calculate the time with such accuracy that she never commits the mistake of producing her eggs before the nest is ready to receive them?

II. Translate into English:

اس نثر و نظم کا ترجمہ انگریزی میں تحریر کرو :

1. اس وقت سے کہ شاہ یک اسپۂ ثابت و شیّار - محمل لاجوردي مین بختئ فلک پر سوار - نظارہ کرتا بحدّ استوا پہنچا تھا اس ساعت تک کہ ماہ انجم سپاہ چادر سیاہ زر کے تارون کي اوڑھ کر سیر دیکھنے کو نکل آیا - طرفین سے کسي نے منہہ نہ پھرایا - شعلہ شمشیر کا ہر بار بھڑکتا تھا - مرغ روح دام اجل میں مچھلي کي طرح پھڑکتا تھا - لاشوں کی کثرت سے جنگل پٹ گیا تھا - خون کے بخار بر سر فلک پہنچے - اور سم کے آثار گاو ثری کے قدم تک پہنچے - آخر کار رفقای نامدار دلاوران شجاعت شعار معرکۂ کارزار مین لقمۂ دہان اجل ہوچھي اور تلوار کھا کے ہوگئے - اور نصیب گلشن آراے گلزار عجم جاگتے جاگتے سوگئے *

2. تب طبیب بولا اي بیہودہ یہہ زیادہ گوئي کب تک - اس اپنے کلام طول و طویل و مہمل سے اور اس اپنے ہذیان آراستہ و مسلسل سے باز آ - مانا کہ تجھہ کو دقائق سموات سے آگاہي ہي - اور احکام نجوم زائچون سے نکال سکتا ہي - اور فرض کیا کہ رصدون کے نقشون کا اور جنتریون کے رقمون کا تجھہ کو علم ہي - اور حوادث روزگار کے اور دقائق امصار و دیار کے

تجھ کو ضبط ہین - پر یہہ تو بتا کہ تو نے ان حقائق و اسرار سے بجز نحوست و افلاس و ادبار کے اور کیا حاصل کیا - اي احمق تو نے اپني عمر ایسے علم مین ضائع کي کہ جسمین تجھ کو ایک حبہ بھر بھي منفعت نہ حاصل ہوي *

3. سني شاہ توران جب یہہ خبر
کہ پیران ویسہ ایل نامور
ہوا کشتہ میدان مین روز نبرد
ہوا شاہ کے دل کو تب سخت درد
یہہ سمجھا سپہدار شوریدہ حال
کہ دولت کا میرے اب آیا زوال
غمین دل ہوا چشم گریان ہوي
بہت غم سے خاطر پریشان ہوي
دل زار سے کھینچکر آہ سرد
لگا کہنے یون شاہ با رنج و درد
کہ پیران ہمارا تھا پشت و پناہ
سپہدار سالار توران سپاہ
ہوا غم سے پیران کے مین سوگوار
خوش آتي نہین زندگي زینہار
نہین خواہش تاج و اورنگ ہي
کلہ خود اور تخت بیرنگ ہي
اگر پیالہ ہي صغریٰ تو ہي سبو کبریٰ
نتیجہ یہ ہي کہ سرمست ہین صغیر و کبیر
زمین میکدہ یہہ خندۂ نشاط انگیز
کہ لاے مي سے ہو دیوار قہقہا تعمیر
ہوتا ہي چودوین کو ہمیشہ خسوف ماہ
جو دن کمال کا ہي وہي ہي زوال کا
صحبت سے جو ہو اصل مبدل محال ہي
پاني مین ہین شرارون سے پتھر بھرے ہوے

5. مجھے افسوس ہي کہ کل شام کے وقت بارش نے مجھے حسب وعدہ آپکے یہاں آنے اور آپ کو اپنے ہمراہ سواري مین لیجانے سے باز رکھا - اگر بارش نے مہلت دی تو مین بہت خوشي کے ساتھہ آج شام کو حاضر ہوکر آپ کو ہمراہ سواري مین لیچلونگا *

III. Write in Urdu an essay on "The benefits of commerce."

تجارت کے فوائد بزبان اُردو لکھو *

FRIDAY, 16TH DECEMBER, 10 A.M. TO 1 P.M.

MARATHI: TEXT-BOOKS AND GRAMMAR.

I. मोरोपंत, मुक्तेश्वर, श्रीधर, तुकाराम, रामदास ह्यांविषयीं तुम्हास काय कळेल ?

II. साक्रतीसाकडून विद्याविषयीं व शास्त्राविषयीं काय अभिवृद्धि केली ? हें लिहा.

III. खालीं लिहिलेल्या वाक्यांचा अर्थ स्पष्टपणांनें लिहा

1. कुलशीलसत्त्वगुणनिधि तो पुत्रकळत्रमात्रपरिवार ।
परि वार सर्व सम न्या कीं मथिला स्वांतरस्थ अरिवार॥

2. कां न प्राशावें मधु मधुपानें कूपजनवराजीवीं ॥

3. गेला मुनि जो भगवत्कीर्तिमहाकामधेनुचा दुहिता ।
नेउनि दिली नृपें ती सद्विधिनें सत्यवत्करीं दुहिता ॥

4. व्हा सुप्रसन्न वत्से तुज हो सुतशत असें वदा न्याहो ।
सुयशोराशि स्वर्गी लज्जाप्रद सुरनगा वदान्या हो॥

5. ते सद्भावसरोवरविलासिनी कोमलहृदय नृपकामिनी ।
कीं निश्चल गङ्गा भरूनी जातमर्यादा धरूनियां ॥

6. अहल्या शिळा राघवें मुक्त केली पदीं लागतां दिव्य होवोनि गेलीं । जया वर्णितां शीणली वेदवाणी नुपेक्षी कदा राम दासाभिमानीं ॥

7. न वेंचे कदा ग्रंथिचा अर्थ कांहीं मुखें नाम उच्चारितां कष्ट नाहीं । महाघोर संसारशत्रू जिणावा प्राभाते मनीं राम चिंतीत जावा ॥

8. पेशवे सुरनिस चिटनिस डबीर राजाज्ञा सुमंत सेनापति

IV. 1. खालीं लिहिलेल्या पदांचा अर्थ सांगा.

(a) साह्य	(h) श्वापद	(o) अटोळा
(b) गोविसि	(i) सुषुम्नी	(p) मिरधा
(c) अवकळा	(j) धरानाहो	(q) भागानगर
(d) अहंतागुण	(k) जोहार	(r) गोसावी
(e) येरकिड	(l) तुकें	(s) मुदारत
(f) वाहिनीपति	(m) सिंहिकानंदन	(t) कुर्णुसात.
(g) करण	(n) चांचरी	

2. हीं पदांचा अर्थ व त्यांची व्युत्पत्ति हें सांगा. जाह्नवी, शिकंदर, राणा, रान, द्रष्टा, वाचाल, खेचरी, काज, चातुर्य, भाजा.

3. पंचाग्नि, त्रिवर्ग, अभिचारकर्म, मातंगयाग, त्रिगुण, अठराकारखानें, पंचायतन. हीं काय? स्पष्टपणानें लिहा.

V. वातांबुपर्णाशन, रूपलावण्यचातुर्यखाणी, कुलशीलसत्त्वगुणानधि. या समासांचा विग्रह लिहा.

VI. खालीं लिहिलेल्या वचनांतील उपमानोपमेयांस विशद-करून लिहा

1. जो ज्ञानारविंदमकरंदु वैराग्यवल्लीचा मूळकंदु ।
विवेकसागरींचा पूर्णेंदू तो नारदु पातला ॥

2. तापसकोपाग्नीच्या शिखा नृपें केल्या मृगांबुका.

3. शुद्धसत्त्वकळाषोडशीं पूर्णदेखोनि नृपशशी ।
कौशिकहृदयपूर्णसिंधुसी प्रेम भरतें दाटले ॥

VII. कौशिक, जाह्नवी, धुरू, शशी, पंचक्रोश, हरिश्चंद्र, हीं कोणांचीं नांवें? हीं येण्याचें कारण काय?

VIII. 1. संत म्हणति सप्तपदें सहवासें सख्य साधुशीं घडतें॥

2. सर्वगात्रांत शिरप्रधान ॥

हीं वचनें कोठें कोणत्या संदर्भांत येतीं?

3. भजा राम विश्राम योगेश्वराचा जपा नेमिला नेम गौरीहरांचा
निवाला स्वयें तापसी चंद्रमौली तुम्हां सोडवी राम हा अंतकाळीं ॥

ह्यांतील कथाविषयांस लिहा.

IX. 1. कितीएक एकाक्षरधातूंसही त्यांचीं भूतरूपीं पुंलिंगै-कवचनही लिहा.

2. उपसर्गांकडून धातूंचा अर्थ भिन्नहोतो; हें उदहरण सहित दाखवा.

x. सावित्री त्यांचाही आज्ञेतें तत्प्रसाद साधुनि घे ॥
ती न स्त्री रक्षाया त्यासि निघे आत्तमूर्ति जनकाशी ॥
तें होय वशीकरणाचि कीं भासोंदे तयाशि नवपुसती ॥
वर लिहिलेल्या वचनांत खालीं रेखांकित जहलेल्या पदांचीं शब्दलक्षणें सांगा.

FRIDAY, 16TH DECEMBER, 2 TO 5 P.M.

MARATHI: TRANSLATION AND COMPOSITION.

I Translate into Marathi: [See Urdu Translation paper, page xliv].

II. Translate into English:

1. सावित्री शुभलक्षण गुणसंपन्ना महासती बा हे ।
जी जी साध्वी स्वधवानुमतें द्वास्था महास ती बाहे ॥
वाखाणिति बहु पाहति मुनिदाराहि भासुरव्रत तिला जे ।
साध्वीच देवता ही साध्वीला बा सुरव्रताति लाजे ॥
सावित्रीनें केला उभयकुलोद्धार हा असा राजा ।
कृष्णाहि अशीच स्तुति येती न मुखाशि या असारा जा॥

2. असे हो जया अंतरीं भाव जैसा वसे हो तया अंतरीं देव तैसा। अनन्यास रक्षीतसे चापपाणी नुपेक्षी कदा राम दासाभिमानी ॥
जनीं हीतं पंडीत सांगूनिगेले अहंतागुणें राक्षस ब्रह्म जाले । तयांहून व्युत्पन्न तो कोण आहे मना सर्व जाणीव सांडून राहे ॥

3. गुरू पाहतां लक्ष कोट्यानुकोटी बहूसाल मंत्रावळी शक्ति

मोठी । मना कल्पना चेटकें घातपाता जनीं व्यर्थ रे तो नव्हे मुक्तिदाता ॥

नव्हे चेटकू चाळकू द्रव्य भोंदू नव्हे निंदकू मत्सरू भक्तिमंदू । नव्हे उन्मतू वेसनीं संगबाधू जनीं ज्ञानिया तोचि साधू अगाधू ॥

4. तसेंच लोकांत कोणत्याप्रकारची राज्यव्यवस्था असावी, राज्यस्थापण्याचें फळ कोणतें व राज्यकरण्याचे नेम कोणते, व लोकांत जो पुरुष हुकुम करितो व त्यांवर अमल चालवितो, त्याचे ठायीं अवश्य पाहिजेत असे गुण कोणते इत्यादि विषयांची माहितगिरी करूनघेणें सोडूनदेउन, अत्यंत गहन जे विषय ज्यांत मनुष्याची बुद्धि शिरकतच नाहीं व ते समजले असतांही त्यां पासून मनुष्यांस काहीं मोठेंसें सुख होईल असें नाहीं अशाविषयांची म्हणजे पदार्थविज्ञान शास्त्राची मौज वाटते म्हणून केवळ त्याचा विचारकरून त्यांत आपलें सर्वबुद्धिवैभव व सर्व वेळ घालविणें हा मनुष्याचा एक मूर्खपणा आहे.

III. Write in Marathi an essay on "The benefits of commerce."

"सौदागरीचे उपयोग" ह्याविषयीं एक निबंध मराठींत लिहा.

FRIDAY, 16TH DECEMBER, 10 A.M. TO 1 P.M.

TAMIL: TEXT-BOOKS AND GRAMMAR.

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1. 1. குமரகுருபர சுவாமிகள் எந்தச்சந்தர்ப்பத்தில் எதன் பொருட்டுச் சகலகலாவல்லி மாலையை இயற்றினர்? அவர்

வரகவியென்பதற்கு அவருடைய சரித்திரத்தில் ஏதேனுமொன்றை யெடுத்துக்காட்டுக.

2. பண்ணும்பரதமுங்கல்வியுந் தீஞ்சொற்பனுவலும்யா
னெண்ணும்பொழுதெளிதெய்த நல்காயெழுதாமறையும்
விண்ணும்புவியும் புனலுங்கனலும் வெங்காலுமன்பர்
கண்ணுங் கருத்து நிறைந்தாய்சகலகலாவல்லியே.

(a) இச்செய்யுளுக்குப் பொழிப்புரை எழுதுக.

(b) சகல கலாவல்லி யென்பதற்கு இரண்டு தமிழ் மொழிகள் கூறுக.

(c) முத்தமிழாகிய இயலிசை நாடகமென்பவற்றுள் எதெதில் பண்ணும் பரதமும் கல்வியும் தீஞ்சொற் பனுவலும் அடங்கும்?

(d) எழுதாமறையென்று எதற்குப்பெயர்? யாது காரணத்தால்?

(e) மூன்றாவது அடியில் 'விண்' முதற் 'கால்' வரையிலுள்ள பொருள்களுக்குப் பொதுப்பெயர் யாது?

II. 1. அதிவீரராம பாண்டியரியற்றிய ஸ்தோத்திர ரூபமாயுள்ள நூல்கள் எவை?

2. நைடதம் என்ன குற்றமுடையதென்று தமிழ்ப்புலவர்கள் கூறுவார்கள்?

தாவருஞ்சீற்றத் துப்பிற் றறுகண்மால்யானையன்ன
மேவலர்க்கடந்தவொள்வாள்வேந்தர்கோன்முழவுத்
தோண்மேல்
மாவகிர்நெடுங்கண்சுட்டுமாலையேமாலையாகக்
காவலர்முகங்களெல்லாங் கமலமொத்திருந்தமாதோ.

3. இச்செய்யுளுக்குப் பொழிப்புரை எழுதுக.

4. மேவலர் - செற்றார் - ஒன்னலர் - திருந்தார், என்னுஞ் சொற்கள் என்ன பொருளைக்குறிக்கின்றன? அவைகளின் பகுதிகளைக் கூறி அவற்றிற்கு உரை யெழுதுக.

5. இச்செய்யுளில் முதலடிக்குத் தொடரிலக்கணமும், இரண்டாவது அடிக்குச் சந்தியிலக்கணமும் எழுதுக.

III. அடைந்தமக்களைக்காண்டலுமழலிடுமெழுகி
னுடைந்ததுள்ள நீரூற்றிருந்தொழுகின நெடுங்கண்
டொடர்ந்தமும்மலமுருக்கி வெம்பவக்கடலொலையக்
கடந்துளோர்களுங்கடப்ப ரோ மக்கண்மேற்காதல்.

1. இச்செய்யுளிலுள்ள சொற்களையே அமைத்து அன்வயப்படுத்தி இதை வசனநடையாக எழுதுக.

2. இச்செய்யுளிலிருந்து செயப்படுபொருள் குன்றிய வினைகளுக்கும் செயப்படுபொருள் குன்றாவினைகளுக்கும் இவ்விரண்டு உதாரணங் காட்டுக.

3. இச்செய்யுளில் முன்னிரண்டடிக்கும் பின்னிரண்டடிக்குமுள்ள சம்பந்தத்தைக் காட்டித் தொக்கு நிற்கும் பதத்தை எழுதுக.

4. இச்செய்யுளிலுள்ள உம்மைகளுக்கும் ஓகாரத்துக்கும் இன்னுருபுக்கும் பொருள் கூறுக.

IV. 1. அணித்தாயரிதாயவரும்பொருளைப்
பிணிப்பானசைவைத்தமர் பெற்றியர்போல்.

இதன் பொருளை நன்கு விளக்குக. இந்த உபமானத்தால் எந்த உபமேயத்தை விளக்குகிறார்?

2. மருவுபுரிநரம்பிசைக்கு மாடகநல்யாழிசைகேட்
டருகினளன்பால்வேட்கை யுற்றனளென்றறிகில்லாய்.

இதிலுள்ள சிலேஷையை விளக்குக. இதில் சிலேஷையினழகு வரிவடிவை நோக்கும்போது கெட்டுப்போகிறதே யென்னும் ஆட்சேபனைக்குச் சமாதானங் கூறுக. வரிவடிவும் ஒலிவடிவும் ஒத்திருக்கும் சிலேஷை யொன்றை நைடதத்திலிருந்தே யெடுத்துக் காட்டுக.

V. 1. விண்ணாடுகொல்லோ - நிடதநாடதற்கு நேராநிகழ்த்தலாந் தகைமைத்தம்மா! என்று வியப்பதற்கு நூலாசிரியர் கூறும் காரணம் யாது?

2. தமயந்தியின் பிரிவாற்றாமையால் வருந்திய வீமன் மனைவியர்க்குக் கௌதமனார் யாது சமாதானங் கூறித் தேற்றினர்?

VI 1. சரத்துவந்த முனிவர் முதலியோர் தவஞ்செய்துகொண்டிருந்தபோது இந்திரன் நாடகக் கணிகையரை யேவி அவர்களுடைய தவத்தை என் அழித்தான்? அதனால் அவனடைந்த பயன் யாது?

2. கனகன் அரக்குமாளிகையைக் கட்டினபோது, வேறெந்தத்திசையிலும் வர்த்திவைக்காமல் தென்கீழ்த்திசையில் என்வைத்தான்?

3. குரு விசுவாசமுள்ளவர்க்குத் தெய்வானுகூலமும் எல்லாத்திறமையு முண்டாமென்பது பாரதத்தில் யாருடைய சரித்திரத்தினால் விளங்குகிறதோ அவருடைய சரித்திரத்தை அரைப்பக்கத்துக்கு மேற்படாமற் சுருக்கி யெழுதுக.

VII. 1. (a) பிதாமகன். (b) ஐவரை யகத்திலடக்கிய அருந்

தவர். (c) மடலொடு மடல்விரியக் கட்டுதல். (d) அசகசாந்தரம். (e) ஐம்பாற்காடு. (f) அவனை வைவசுவத நகரத்துக் கனுப்பினேன். இவைகளுக்குப் பொருள் கூறுக.

2. (a) பாகசாதனன். (b) இருநிதிக்கிழவன். (c) இமயமாது மிறைவனும். (d) விரிதிரைப்பரவை யீன்ற விளங்கிழை. இவைகள் யார் யாரைக் குறிக்கின்றன?

3. காசிக்கு வாரணவத நகரென்னும் பெயர் ஏன்வந்தது?

FRIDAY, 16TH DECEMBER, 2 TO 5 P.M.

TAMIL: TRANSLATION AND COMPOSITION.

I. Translate into Tamil: [See Urdu Translation paper, page xliv.]

II. Translate the following into English:

1. (a) பூங்கரும்புடைந்ததீஞ்சாறபுகைபுய்லென்றெண்ணி
மாங்குயிற்றொகுதியாவும்வாய்விடாதொழிந்தமஞ்ஞை
தூங்கிசைவண்டுந்தேனுஞ்சுரும்பொடுஞிமிறும்பாடத்
தேங்கமழ்சோலைதோறுஞ்சிறைவிரித்தாடுமாதோ.

(b) எள்ளுகசூதினை யிகலிவென்றதூஉங்
கள்ளமேற்கொடுவலைகரந்துவேட்டுவ
ருள்ளுறவமைத்திடு முணவையோர்கிலாப்
புள்ளினமருந்தினபோலுமென்பவே.

(c) பாட்டும்பொருளும்பொருளாற்பொருந்தும்பயனுமென்பாற்
கூட்டும்படிநின்கடைக்கணல்காயுளங்கொண்டுதொண்டர்
தீட்டுங்கலைத்தமிழ்த்தீம்பாலமுதந் தெளிக்கும்வண்ணங்
காட்டும்வெள்ளோதிமப்பேடே சகலகலாவல்லியே.

2. (a) துரோணர் கங்கைத்துறையில் இறங்கி நீராடுகையில் முதலையொன்று அவர்காலைப் பற்றிக்கொண்டிழுத்தது. அதனால் மிகவும் வருந்தித் தமது சத்தியளவுங் காலை உதறியும், "முதலையும் மூர்க்கனுங் கொண்டது விடா" என்றதுபோல அது விடாமலிழுக்க, அவர் ஓலமிட்டழைத்தது நீர் விளையாட்டயருங் குருகுலமக்கள் காதிற் படாததினால் வழிப்போக்கரிடத்தே தாம் படுந் துன்பத்தைச்சொல்லி யனுப்ப, அவர்களோடோடிப்போய்க் குருகுலமக்களை யழைத்து உங்களாசிரியரை முதலைபற்றி யிழுக்கின்றது. இந்நேரம் பிராணன் இருக்குமோ

என்னவோ தெரியாதென்று சொல்லினர். துரியோதனன் தன் தம்பிமாருடன் கல்லுங் கட்டியும் எடுத்தோட்ட முதலை முன்னை யினும் அதிகமாக நீரிலிழுக்கத் தொடங்கிற்று. அதற்குட் பற்குனன் தன் வில்லை வளைத்து நாணேறிட்டு, ஆதிமூலமே யென்ற யானைபட்ட துயருக்கு ஆழிவண்ணன் ஆழிவிடுத்தது போல ஒருபாணத்தைத்தொடுத்து அதன் கழுத்தும் உடலுந் துண்டமாகச்செய்தான். உடனே துரோணர் அனாயாசமாகக் கரையேறி அவருக்கிருந்த சந்தோஷத்தாற் பற்குனனை மார் போடு மார்புறத் தழுவி, எனக்கு உயிருதவிசெய்த உத்தமனே! நீ யெனக்குப் பிராணாதாரமாயிருந்தனை; உனக்கு நான்செய்யும் உதவி யாதிருக்கின்றது? என்று பலவாறு புகழ்ந்தனர்.

(b) மழையோடி வெளித்துப்போய்விடவே நானும் புறப் பட்டேன். அங்கே நான் எடுத்த ஓட்டம் இங்கேவந்தோய்ந்தது.

(c) அவனுக்கு வாசகநடை யோடாது; எழுத்தும் கைப டியாது - ஆயினும் உத்தியோகத்திற்கு ஓடியாடிப் பார்க்கிறான்.

(d) தருமச்சொத்து உனக்குச் செரியாது. செல்வச்செ ருக்கும் குடிச்செருக்குமோ ஒரு நொடியில் குலைந்துபோம்.

III. Write in Tamil an essay on "The benefits of commerce."

வர்த்தகத்தால் வரும் நன்மைகளைப்பற்றிச் தமிழில் ஒரு வியாச மெழுதுக.

FRIDAY, 16TH DECEMBER, 10 A.M. TO 1 P.M.

TELUGU: TEXT-BOOKS AND GRAMMAR.

I. 1. బాలకాండమును రచియించినకవి యెవరు? ఈ పుస్తకము నకు భాస్కరరామాయణ మనుపేరేల వచ్చినది?

2. 'పలికినపల్కు వేద మయి భాసిలువాగనుశాసనాదిమూర్తు లను'—వాగనుశాసనాదిమూర్తు లెవరు? వారు రచియించినగ్రంథము లేవి?

3. 'మాఘబాణభవభూతిశివభద్రభారవిప్రముఖులఁ బ్రార్థించి' —వీరిలో నాటకములు రచియించినవానినొకనిని పద్యకావ్యములు రచియించినవాని నొకనిని వచనకావ్యములు చేసినవానినొకనిని పేర్కొని యాగ్రంథనామములను దెల్పుఁడు.

II. ఈ క్రిందివానికి దండాన్వయము వ్రాయుఁడు:

1. పాటితదుష్టసత్త్వపీనవాటక నిద్ధబలావరుద్ధశృం
గాటక గ్రంథిలభ్రుకుటిగాఢలలాటకఁ గ్రూరతారకా

నాటక నాంత్రకాంచిపరిణద్ధశ్వప్రపతత్క్రిమిచ్ఛటా
కీటక రక్తసిక్తఘటుఖేటకఁ దాటకఁ గాంచి రయ్యెడన్.

2. నానావిధాయుధప్రభాసముదయోదయుద్వాదశాహస్రప్రకాశంబును, గురుజవ్రోద్వేలశిలీముఖజాతమహావాతజాతంబును, రథహయసంఘాతసముద్ధూతపరాగపటలజీమూతపూగంబును, వీరభటసింహనాదగర్జానినాదంబును, అయి ధానుష్కప్రయుక్తశరధారావర్షంబు మెండుకొన, గంధసింధురకళేబరభూధరంబులును నరదానవశరీరమహామీనంబులును స్యందనబృందానేకయానపాత్రంబులును దురంగమోత్తుంగతరంగంబులునుం గలిగి శోణితజలవిలయార్ణవంబు ఘోరాంగార, మహారథాతిరథసమరథసమన్వితంబు లై, యుభయబలంబులు నిరవశేషంబుగా మరణించె.

III. 1. ఈక్రిందినీతులను స్థాపించుట కేయుపమానములు చెప్పఁబడినవి ?

(a) కలిమి యొకింత లేకయును గౌరవ పాత్రులెసుమ్మి పండితుల్
కొలఁదికిమీఱునంపదలఁ గూరియు మూఢులు మాననీయులే?

(b) ఆరయఁ దాము కష్టముల నందుచునైనఁ బరోపకారులీ
ధారుణిలోన నార్తపరితాపము మాన్తురు తిమ్మఁ జేరినన్.

2. ఈక్రిందియుపమానము లేనీతుల స్థాపించుటకుఁ జెప్పఁబడినవి ?

(a) కాలికిఁ గత్తి కట్టి యెఱుకల్ నిమురంగనె చిచ్చు కుద్దులై
కోళులు ప్రాణహానికినిగొంకక తాఁకునుగాదె మిత్రుఁడా !

(b) బరువడితాలఱువ్వినను బండులొసంగురసాలసాలముల్
విరుల నలంకరించినను వేదన సేయదె యీఁదు మిత్రుఁడా'

IV. 1. తాటకను జంపుటకయి రామలక్ష్మణులను విశ్వామిత్రుని వెంటఁ బంపినప్పుడు రాముని వయస్సెంత ?

2. ఎవ్వనిభార్య లైనయెవ్వరు శస్త్రాస్త్రరూపు లయిననుతులను బడయఁగా, రోజ్యవేళయం దాశస్త్రాస్త్రవితతిని విశ్వామిత్రుఁడు పడసెను ?

3. అంగదేశమున కాపే రేల కలిగినట్లు మీపుస్తకమునఁ జెప్పబడినది ?

V. ఈ క్రిందివాక్యములతాత్పర్యమును వివరింపుఁడు—

1. కలుములచెలి యయ్యు నాత్మజనకు భంగసంగతుం జేసిన కమలయో ?

2. విమలగుణరత్నాకర యయ్యు శతధారాపాతంబునఁ దా అనుగురు నరయ నేరనియుమయో ?

3. అమృతకిరణుననుంగుటిల్లా లయ్యు జన్నమున బన్న మొందిన కన్నవానిం గన్నడ సేయురోహిణియో ?

4. చదువులప్రోవ యయ్యు పుట్టినింటి పేరు లేక మనువాణియో ?

VI. 1. ఈక్రిందిపదములలోఁ బ్రకృతులకు వికృతులను వికృతులకుఁ బ్రకృతులను వ్రాయుఁడు — ఒజ్జ, కూళ, శ్రవణము, సంజ్ఞ, ప్రేమము, సింగిణి, పాఱుసనము, చదురు, అపూపము చేడియ, సంజ, సత్త్వము.

2. ఈ క్రిందిపదములకు రెండేసి యర్థములను వ్రాయుఁడు— విగ్రహము, భంగము, సుమసోగణము, రసాలము, రాజరాజు, సర్వ మంగళ, పుణ్యజనుఁడు, ఇనాలోకము.

3. ఈ క్రిందిపదముల కర్థము వ్రాయుఁడు—కాకపక్షము, జూర్తి, ఆసారము, ఓదము, పనఁటి, పుష్పంధయము, గేహాలి, కాంతాళము

VII. 1. ఈ క్రిందివానియందుఁ గలవ్యాకరణాదివిశేషములను వివరింపుఁడు— పెన్నురము, తెచ్చుకమల్లిపోవునే, వేవెలుంగట్టిఁడు, పడకటిల్లు

2. ప్రశస్తపుటూహలు—ఇందున్న యాదేశాగమములను దెలిపి యవి యెప్పుడు వేని కేవిధమున వచ్చునో వివరింపుఁడు.

3. ముడివి పొలాన విత్తినను—పొలానకు రూపాంతరమేమి ? ఇట్టిరూపము లెట్టిశబ్దముల కెప్పుడు వచ్చును ?

4. ఒకరు శుంఠగ నున్న ననహ్యామే సుమీ, చెవులు చిల్లులు పొవఁగ నాడు నీచు—ఇందుఁ గల 'శుంఠ' 'నీచు' అనువానికి రూపాంతరములు వ్రాసి ప్రథమైకవచనమున వీని రెంటికినీ గలభేదమును వివరించి యొక్కొక్కదాని కిటువంటివి మఱి రెండేసిపదములను దెలుపుఁడు.

VIII. 1. ఈ క్రిందివానియందుఁ గలయితిహాసములను సంక్షేపించి వ్రాసి రెండవపద్యమును బూర్తిగ వ్రాయుఁడు:

(a) హరుఁడు తప మాచరింపఁగ హరుతప ముడిగించి యద్రి తనూజన్ హరునకుఁ బెండిలి చేసెద.

(b) జగదపకారిణి యగునాభృగుపత్నిం దునిమె శౌరి ...

(c) అమరనాయకుఁడు వృత్రాసురుని వధియించి యధిక పాపబ్రహ్మహత్యఁ బొందె

2. ముక్తిదాయకంబులై యొప్పునగరంబు లేడు పంచాంగంబులు, వివాహంబు లెనిమిది, షడ్గుణంబులు—వీనిని వివరించునది.

IX. 1. క్రిక్కిటియు, అక్షౌహిణి, కర్గెడుమంచును, కన్నపులు — ఈ పదములను విభాగములు చేసి యిందలివ్యాకరణకార్యములను దెలుపుఁడు.

2. వనమునఁ జరియింతు రెపుడు—చరియిరమనకుఁ గలరూపాంతరమును వ్రాసి, ఇయుడాగము మెట్టిధాతువులకు వచ్చునో వివరింపుఁడు.

3. మొవలిని జుట్టుకొన్న చెడుముండ్లకు—మొవలికి రూపాంతర మేమి ? ఎట్టిపదముల యేవర్ణమున కెప్పుడిట్టివకారము వచ్చును ?

4. ప్రాణగొడ్డము — ఈరూపము సాధువగునో కాదో సహేతుకముగా నిరూపింపుఁడు.

X. 1. విద్యలను వ్రేలటుపెట్టుట, కొంచెము కాలు వంగుతటిన్, పచ్చగ నున్న నందఱును బందుగులే—వీని తాత్పర్యమును జెప్పి యవయవార్థమునుబట్టి యీ యర్థ మెట్లు వచ్చినదో వివరింపుఁడు.

2 తాతిపతిమకా చక్కిలిగింతలు, ఈనఁ గాచి నక్కలపాలు చేసినట్లు, చల్లకు వచ్చి ముంత దాఁచ వచ్చునెట్లు—ఈ సామెత లేసందర్భమున వచ్చినవో తెలిపి వీని తాత్పర్యమును వివరింపుఁడు.

XI. 1 ఉదగ్రపగ్రహకరద్విషదక్రమవిక్రమక్రముల్—ఇందలిసమాసములను వివరించి విగ్రహమును వ్రాయుఁడు

2 కృదంతము, తద్ధితము, చేదర్థకము, అనఁగా నేమో తెలిపి యొక్కొక్క యుదాహరణ మిండు.

XII. ఆతతిచాపధ్వని విని యాతంకముతో వనాటు లందఱుఁ బఱ

వన్—ఇది యేపద్యమో చెప్పి గణవిభజనము చేసి పద్యలక్షణము వ్రాయుఁడు.

FRIDAY, 16TH DECEMBER, 2 TO 5 P.M.

TELUGU: TRANSLATION AND COMPOSITION.

I. Translate into Telugu: [See Urdu Translation paper, page xliv.]

II. Translate into English:

1. ప్రతతస్ఫీతకృపాణు లై త్రిభువనత్రాణైకపారీణు లై యా రాజన్యకుమారులు మణిగణాలంకారశోభితాకారు లై శివునివెనుకం జను వినాయకకుమారులుంబోలె నవ్విశ్వామిత్రువెంట సార్థయోజనం బరిగి సరయువుదక్షిణతీరంబు సేరిరి.

2. తనసుతులఁ బోలె నుపలా
లనముల మేల్కొలుప రామలక్ష్మణులు రయం
బున మేల్కని యాహ్నికవిధు
లొనరించి మునిపతికి మ్రొక్కి రుత్సవ మెసఁగన్.

3. చదివినవార లెప్పుడును సఖ్య మొనర్చెద రెల్లవారితోఁ
గదన మొనర్తు రెల్లపు డకారణ మజ్ఞజనుల్ స్వజాతితో
ముదమునఁ గీరశారికలు ముచ్చటలాడుఁ బరస్పరంబు దు
ర్మదమున వానిలో నవియె మార్కొని కుక్కళు పోరు మిత్రుఁడా!

4. వసిష్ఠుండు మొగంబునఁ జిఱునగవు మొలక లెత్త వెండియు నిట్లనియె. "ఈహరిశ్చంద్రునితండ్రి యగు త్రిశంకుం డీతనిఁ బట్టభద్రుం జేసి, నాయాశ్రమంబునకు వచ్చి, 'గురువర్యా! సర్వైశ్వర్యములకుం బాసి యిహసుఖంబులు రోసి యీ శరీరంబుతోడ దివిం బ్రాపింపఁ గోరి ని న్నాశ్రయింప వచ్చితి: నావలనం గరుణించి యీప్సితంబు నెఱవేర్పుము' అని నన్నుం బ్రార్థించి నేను 'అది పానంగదు' అని నిషేధింపం గ్రోధించి 'గురువు లని మిమ్ము నాశ్రయించుటకంటె నాశ్రితోద్ధరణపాత్రుం డగువిశ్వామిత్రు నాశ్రయించుట మేలు' అని నన్నుఁ దూల నాడెను."

5. క. నరరూపంబునఁ బరఁగెడి
పరదేవత గాన నృపుఁడు బాలుఁ డీయిన న
ప్పురుషునెడ నేమి పొమ్మని
తిరిగినదుర్హతులఁ బొందదే కీడధిపా.

6. (a) నారు పోసినవాఁడు నీరు పోయఁడా ?

(b) అక్కటా ! మాతల్లిని జూచి యెంతకాల మైనది !

III. Write in Telugu an essay on "The benefits of commerce."

వర్తకమువలన కలుగుమేళ్లనుగుఱించి తెలుఁగులో ఒకవ్యాసము వ్రాయునది.

FRIDAY, 16TH DECEMBER, 10 A.M. TO 1 P.M.

KANARESE: TEXT-BOOKS AND GRAMMAR.

I. ಕರ್ಣಾಟ ಭಾರತವನ್ನು ರಚಿಸಿದ ಕವಿಯಾರು ? ಆತನು ಆ ಹೆಸರನ್ನೇಕೆ ಇಟ್ಟುಕೊಂಡನು ? ಆತನ ಊರು ಮತ್ತು ಮತವನ್ನು ಕುರಿತು ನೀವು ಓದಿದ ಅಂಶದಿಂದ ಏನು ಕಾಣಬರುತ್ತದೊ ತೋರಿಸಿ ಕೊಡಿ.

II. ಕೆಳಗಿನ ಪದ್ಯಗಳಲ್ಲಿ ಒಂದನೇದರ ತಾತ್ಪರ್ಯ ಮಾತ್ರವನ್ನೂ, ಎರಡನೇದರ ದಂಡಾನ್ವಯವನ್ನೂ ಬರೆಯಿರಿ :

1. ರಚಿಸಿದರು ಮಂಟಪವನವರವ
ರುಚಿತ ವೃತ್ತಿಯು ಲವನಿಪಾಲ
ಪ್ರಚಯವನು ಮನ್ನಿಸಿದ ನಿವರನು ವಿಪ್ರಸಭೆಯೊಳಗೆ ।
ಪ್ರಚುರ ಮಣಿಯಿಂದೆ ಪದ್ಮರಾಗದ
ರುಚಿರ ರತ್ನವು ಜಾತರೂಪದಿ
ಖಚಿತವಾದಡೆ ಪುಣ್ಯವೆನುತಾದೃಪದ ಚಿಂತಿಸಿದ ॥

2. ಗರುವೆ ಯಿಂಗಿತವರಿದು ದಂಡಿಗೆ
ಮುರಿದು ದೊಡನೈತಂದು ದರಸರ
ನೆರವಿಕಳ್ಳಂಹಂತಕಂಗಳಲಿ ಕರಣೇಂದ್ರಿಯಂಗಳಲಿ ।
ಬರಿಯಡಿಂಬದ ಡೊಂಬಿನಲಿಕೇ
ಸರಿಯ ಪೀಠಾವಳಿಯ ಲಿರ್ದರು
ಧರಣಿಪರು ಮುರವೈರಿ ಗಂಗಾಸುತರು ಹೊರಗಾಗಿ ॥

III. 1. "ಈ ನಾಟಕದ ಕಥೆಯಲ್ಲಿ ಶಾಂತ, ಶೃಂಗಾರ, ಕರುಣರಸಗಳು ಬಹುಸ್ಪಷ್ಟವಾಗಿ ತಿಳಿಯ ಬರುವುವು" ಎಂದು ನಾಗಾನಂದ ನಾಟಕ

ಕಥೆಯ ಉಪೋದ್ಘಾತದಲ್ಲಿ ಹೇಳಿದೆಯಷ್ಟೆ. ಈ ರಸಗಳು ಯಾವ್ಯಾವ ಸಂದರ್ಭಗಳಲ್ಲಿ ಕಾಣುವುವೊ ಹೇಳಿರಿ.

2. ಅದೇ ಕಥೆಯಿಂದ ತೋರುವ ಮುಖ್ಯ ಮೂರುನೀತಿಗಳನ್ನು ತೆಗೆದು ಅವು ಯಾವ ಸಂದರ್ಭಗಳಿಂದ ತೋರುತ್ತವೆ ಹೇಳಿರಿ.

IV. ಕರ್ಣ, ಭೀಮ, ಶಕುನಿ - ನಿಮ್ಮ ಗ್ರಂಥದಿಂದ ತೋರುವ ಇವರ ಗುಣವಿಶೇಷಗಳೇನು? ಯಾವ ಸಂದರ್ಭಗಳಿಂದಾಗಲಿ ಮಾತುಗಳಿಂದಾಗಲಿ ಈ ಗುಣವಿಶೇಷಗಳು ತೋರ್ಪಡುತ್ತವೆ?

V. ಕೆಳಗಿನ ಮಾತುಗಳ ಅಭಿಪ್ರಾಯವನ್ನು ಸ್ಪಷ್ಟವಾಗಿ ವಿವರಿಸಿ :—

1. ಕೂಡೆ ಸಂದನು ಹಾಸುಹೊಕ್ಕಾಗಿವರ ಮನವರಿದು.

2. ಅಂಗವಂಗಿಗ ಸಾಧ್ಯವಾದುದನಂಗಿಗೊಡ ಬಡುವುದೆ.

3. ಈ ಹೆಣ್ಣಿನ ಹೆಜ್ಜೆಯು ಮೆಲ್ಲಮೆಲ್ಲನೆ ನೆಲದಮೇಲೆ ಇಡಲ್ಪಡುತ್ತಿದ್ದರೂ ನನ್ನೆದೆಯಲ್ಲಿಯೇ ಇಟ್ಟಂತೆ ಇರುವುದು.

4. ನನಗಾದರೂ ದುಃಖವನ್ನು ಬಿಟ್ಟು ಮತ್ತೊಂದು ಕಡೆಯಲ್ಲಿ ಕತ್ತುಬುದ್ಧಿಯೇ ಇಲ್ಲ.

5. ಲೋಕದಲ್ಲಿ ಹುಟ್ಟಿದ ಕೂಡಲೆ ಮಗುವನ್ನು ಮೊದಲು ದಾದಿಯಂತೆ ಅನಿತ್ಯತೆಯು ಎತ್ತಿಕೊಳ್ಳುವದು, ಬಳಿಕ ತಾಯಿಯು.

6. ಆ ಧೃತರಾಷ್ಟ್ರ ಸುತರಿಗೆ ದುಗುಡದಡ್ಡಿಯಹರುಷ ಸಿರಿ ಹೊಕ್ಕಳು ಮುಖಾಂಬುಜವ.

VI. 1. ಅರಸಕೇಳ್ಬಲು ವಿದ್ಯೆಯಲಿ ಮೂ । ವರು ಕಣಾಸಾಮರ್ಥ್ಯ ಪುರುಷರು । ಧರೆಯೊಳೂಬ್ಬರಿ ಗೊಂದು ಗುಣ ಪಾರ್ಥಂಗೆ ಮೂರುಗುಣ ॥

ಈ ಮೂವರ್ಯಾರು? ಯಾರ್ಯಾರಿಗೆ ಯಾವ್ಯಾವಗುಣ?

2. 'ವಿದುರನೊಡ ನ್ನೆತರುತ ಸಂಕೇತದಲಿ ಸೂಚಿಸಿ ಮರಳಿದನು'— ಏನನ್ನು ಹೇಗೆ ಸೂಚಿಸಿದ್ದು?

3. ಪರಿಮಳದ ಪರಮಾಣುಗಳ ಸಂ । ವರಿಸಿ ಮುಕ್ತಾಫಲದ ಕೆಂದಾ । ವರೆಯ ಮರಿದುಂಬಿಗಳ ವರ್ಣಾಂತರ ವನಳವಡಿಸಿ । ಸರಸ ವೀಣಾಧ್ವನಿಯ ಕಂಸೆಯ । ಗರುವಗತಿಗಳ ಸಾಯ್ದು ಮನ್ಮಥ । ವರ ವಿರಿಂಚಿಯೆ ಸೃಜಿಸಿದನು ಪಾಂಚಾಲ ನಂದನೆಯ ॥

ಇದರಲ್ಲಿ ಯಾವ್ಯಾವದನ್ನು ಯಾವ್ಯಾವ ಅಂಗಕ್ಕೆ ಉಪಮಾನಮಾಡಿ ಕವಿಯು ಹೇಳಿದಾನೆ?

4. "ನೀವ್ ರಚ್ಚಿಸಿದಾಶೀರ್ವಾದ ಶಕ್ತಿಯಲಿ ನಾವು ವಿಜಯರು"— ಇಲ್ಲಿ "ವಿಜಯರು" ಎಂಬುದನ್ನು ಯಾವ ಎರಡರ್ಥದಲ್ಲಿ ಉಪಯೋಗಿ

ಸಿದೆ ? ಮತ್ತು ಸಪ್ತಮಿ ವಿಭಕ್ತಿಯು ಯಾವ ಅರ್ಥದಲ್ಲಿ ಉಪಯೋಗವಾಗಿದೆ ?

5. "ಏನು ಹದಪಾಂಬಾಲ ಮಾಡಿದ ಮಾನಭೆಂಗವ ಕಂಡಿರೇ ಕಾನೀನ, ಶಕುನಿ, ಜಯದ್ರಥಾದ್ಯರೆ" ಎಂದು ಕೌರವನು ಹೇಳುತ್ತಾನಷ್ಟೆ. "ಕಾನೀನ" ನ್ಯಾರು ? ಅವನಿಗೆ ಈ ಹಸರು ಇಲ್ಲಿ ಕೊಟ್ಟದ್ದು ಕವಿಯ ಅಚಾತುರ್ಯವನ್ನು ತೋರಿಸುತ್ತದೆ ; ಅದು ಹೇಗೆ ?

6. "ಈ ಜೀಮೂತವಾಹನನಿಗೆ ತಂಗಿಯಂ ಕೊಡಬೇಕೆಂದಿರುವನಗೆ ಬಂದು ಕಡೆ ಸಂತೋಷವೂ ಮತ್ತೊಂದು ಕಡೆ ಶೋಕವೂ ಆಗುತ್ತಿದೆ." ಶೋಕವಾಗುತ್ತಿದೆಂಬುದು ಏತಕ್ಕೆ ?

7. "ಬಿಡು ಬಿಡು, ಕೈಯನ್ನು ಹಿಡಿಯುವುದಕ್ಕೆ ನೀನಾರು ? ಮರಣ ವಿಷಯದಲ್ಲಿಯೂ ನಿನ್ನನ್ನೇ ಪ್ರಾರ್ಥಿಸಬೇಕೆ ?" — ಇಲ್ಲಿ 'ಊ' ನಿಪಾತವು ಇನ್ನ್ಯಾವ ವಿಷಯವನ್ನು ಸೂಚಿಸುವುದು ?

8. 'ನಾಯಿಕೆಯು, "ಎಲೇ ಚತುರಿಕೆಯೇ ! ಏನು ನನ್ನೊಬ್ಬಳನ್ನೇ ಬಿಟ್ಟು ಹೋಗುತ್ತೀಯೆ ?" ಎನೆ "ಯಾವಾಗಲೂ ಹೀಗೆ ನೀನು ಒಬ್ಬಳೇ ಇರು." ಎಂದು ಹೇಳಿ ಹೊರಟು ಹೋದಳು.' ಹೀಗೆ ಚೇಟಿಯು ಕೊಟ್ಟ ಉತ್ತರದ ಗುಂಭಾರ್ಥವೇನು ?

9. "ಅಯ್ಯಾ, ವಿದೂಷಕನೇ ! ದೇವಿಯನ್ನು ಹೇಗೆ ವರ್ಣಿಸುತ್ತಾನೆ ನೋಡಿದೆಯಾ ?... ...ನಿನ್ನನ್ನು ನಾನು ವರ್ಣಿಸುತ್ತೇನೆ" — ಇಲ್ಲಿ 'ವರ್ಣಿಸುತ್ತೇನೆ' ಎಂಬುದನ್ನು ಚೇಟಿಯು ಯಾವ ಅರ್ಥದಲ್ಲಿ ಹೇಳಿದ್ದು, ವಿದೂಷಕನು ಯಾವ ಅರ್ಥದಲ್ಲಿ ತಿಳಿದದ್ದು ?

VII. 1. (*a*) ಕುಂತಿ, ಗಾಂಧಾರಿ, (*b*) ಕುಂತಿ, ಮಾದ್ರಿ, (*c*) ಶಕುನಿ, ಕೌರವರು, (*d*) ಜೀಮೂತ ಕೇತು, ವಿಶ್ವಾವಸು, (*e*) ಮಿತ್ರಾವಸು, ಜೀಮೂತವಾಹನ, (*f*) ಸಹೋದರಿಗಳ ಗಂಡಂದಿರು — ಇವರೊಳಗೆ ಇರುವ ಪರಸ್ಪರ ಸಂಬಂಧವನ್ನು ತೋರಿಸುವ ಕನ್ನಡ ಶಬ್ದಗಳನ್ನು ಬರೆಯಿರಿ.

2. ಹಿಮಕಿರಣ, ತರಳಾಕ್ಷ, ರತ್ನ ಮುದ್ರಿಕೆ, ಅಸ್ತ್ರವಿದ್ಯಾಭ್ಯಾಸದ ಶಿಷ್ಯರು — ಇವುಗಳಿಗೆ ಸರಿಯಾದ ಅಚ್ಚಗನ್ನಡ ಸಮಾಸ ಪದಗಳನ್ನು ಬರೆಯಿರಿ.

3. ಬಳೆ, ಬೆಳೆ (ಎರಡೂ ಧಾತುಗಳು) ; ತಿರುಗು, ತಿರಿಯು ; ಹರಿಸು, ಹರಸು — ಇವುಗಳ ಅರ್ಥವ್ಯತ್ಯಾಸವೇನು ?

4. ಹೆತ್ತೆಯ, ಬಿನ್ನಾಣ, ಮಿತ್ತು, ಸೆಜ್ಜೆ, ಬಾಣಸ, ಸಾಸುವೆ — ಇವುಗಳ ತತ್ಸಮ ರೂಪಗಳನ್ನು ಬರೆಯುವುದು.

5. ಪರೀಕ್ಷೆಗೆ ಓದಿದ ಭಾಷಾತ ಸಂಗ್ರಹದಲ್ಲಿ ನೀವು ಕಂಡ ಅನ್ಯದೇಶ ಶಬ್ದಗಳನ್ನು ಬರೆಯಿರಿ

VIII. 1. ಒಬ್ಬನು, ಕರಹ, ಲೌಕಿಕ, ಸೌಮೂಹೂರ್ತಿಕ, ಭಂಡಾರ— ಇವುಗಳ ನಿಷ್ಪತ್ತಿ ಹೇಗೆ ? ಪ್ರಥಮದ ಮೂರು ಶಬ್ದಗಳಂತೆಯೇ ನಿಷ್ಪನ್ನವಾದ ಬೇರೆ ಒಂದೆರಡು ಉದಾಹರಣೆಗಳನ್ನು ಕೊಡುವುದು.

2. ಸರಿದನು, ಎಚ್ಚು, ತೆಪ್ಪತ್ತು, ಆಂತು, ಕೊಕ್ಕನು, ಬೆಚ್ಚಂತೆ— ಇವುಗಳ ಧಾತುಗಳನ್ನು ಬರೆಯಿರಿ.

3. ಸರಸಿಜಾಸನ, ಹಿಮಕರಾನ್ವಯ, ಕೃತಶತ್ರು ಪಕ್ಷವಿನಾಶರು, ಸಾಂಗೋಪಾಂಗ — ಇವುಗಳ ಅವಯವಾರ್ಥ ಹೇಳಿರಿ.

4. ನಿಟ್ಟೆಸಳು, ಧನರಹಿತ, ಮನೋರಂಜನ, ವೈರಿಘಟಕುಲ, ಕೃತಾರ್ಥ, ವ್ಯಾಳಭೂದಾರ ವೃಕಶಾರ್ದೂಲ ಸಿಂಹಾದಿಗಳು — ಈ ಸಮಾಸಗಳ ಹೆಸರು ಹೇಳುವುದು. 'ನಿಟ್ಟೆಸಳು' ಎಂಬದರಲ್ಲಿ ಪೂರ್ವಪದ ವಾವುದು ?

5. ಭಾವುಕ, ವಿಶ್ವಾಸಸೂಚಕ — ಇವುಗಳಲ್ಲಿ 'ಕ' ಪ್ರತ್ಯಯದ ಅರ್ಥವೇನು ?

IX. 1. 'ಮರಗಳು ಎಡೆಬಿಡದೆ ಬೆಳೆದು ಪುಷ್ಪಫಲಗಳಿಂದ ಬಹು ರಮಣೀಯವಾಗಿದೆ.'

2. 'ಎಡೆಯಲೇ ಭಕ್ಷ್ಯಾದಿಗಳ ಬರಿಹೆಡಗೆ ಯುಳಿದವು.'

3. ಎರಡು ಕೈಯಲಿ ಬಲಿದು ಮುಷ್ಟಿಯಲೆರಗಿದನು.

(a) ಇವುಗಳಲ್ಲಿ ವ್ಯಾಕರಣ ವಿರುದ್ಧವೇನಾದರೂ ಇದ್ದರೆ ತೋರಿಸಿಕೊಡುವುದು, ಇಲ್ಲವಾದರೆ ವ್ಯಾಕರಣಕ್ಕೆ ವಿರುದ್ಧವಿಲ್ಲವೆಂದು ತೋರಿಸುವುದಕ್ಕೆ ಸೂತ್ರಗಳನ್ನು ಕೊಡುವುದು.

(b) ನಾಲ್ಕು ದ್ವಿಕರ್ಮಕ ಕ್ರಿಯೆಗಳನ್ನು ಉಪಯೋಗಿಸಿ ಬೇರೆ ಬೇರೆ ವಾಕ್ಯಗಳನ್ನು ಕಲ್ಪಿಸಿರಿ.

X 1. 'ಏನನಿತ್ತು ದಧೀಚಿ ಲೋಗರಹಾನಿಯನು ಕಾಯಿದನು ಶಿಬಿ ತಾನೇ ನನಿತ್ತನು.' 2. ನೀವೆನೆದುದು ಭಗೀರಥ ಯತ್ನೆವಲೆ, 3. ಆದರೂ ಭರತವಾಕ್ಯ ಪ್ರಕಾರವಾಗಿ ಇದನ್ನು ಅನುಗ್ರಹಿಸಬೇಕು.

ಇವನ್ನು ವಿವರಿಸುವುದಕ್ಕೆ ಅಗತ್ಯವಾದ ಕಥೆಗಳನ್ನು ಬಹು ಸಂಕ್ಷೇಪವಾಗಿ ಸೂಚಿಸಿರಿ.

FRIDAY, 16TH DECEMBER, 2 TO 5 P.M.

KANARESE: TRANSLATION AND COMPOSITION.

I. Translate into Kanarese: [See Urdu Translation paper, page xliv.]

1. ಅದರೊಳೊಬ್ಬನು ಭೀಮನೆಲ್ಲರ
ಸದೆವ ತಾ ಸೋತಡೆ ವಿಭಾಡಿಸಿ
ಕೆದರುವನು ಬಿಟ್ಟೋಡಿದರೆ ಬೆಂಬತ್ತಿ ಹಿಡಿದೆಳದು।
ಸದೆದು ಬಿಡುವನು ಮುನ್ನ ಭೀಷ್ಮಂ
ಗೊದರಿ ದೂರುವನನಿಬರನು ಮೇ
ಳದಲಿ ಮಗುಳೊಂದಾಗಿ ಸಂಗಡವಹರು ಸೂಳುಳದು॥

2. ಬಂದುದಿನ ಹಬ್ಬದಲಿ ಭೂಸುರ
ವೃಂದ ವುಂಡುದು ಪಂಚಪುತ್ರಿಕೆ
ಎಂಬ ಬೇಡತಿಯೊಬ್ಬಳಿದ್ದಳು ಸುತರು ಸಹಿತಲ್ಲಿ।
ಅಂದಿನಿರುಳು ಪುರೋಚನನು ತಾ
ನೊಂದುನೆನೆದರೆ ದೈವಗತಿ ಬೇ
ರೊಂದನೆನೆದುದು ಕೇಳು ಜನಮೇಜಯ ಮಹೀಪಾಲ॥

3. ಬೆಳೆಯಿಂದ ತುಂಬಿರ್ದ ಹೊಲಗಳಿಂ ಕಳಹಂಸ
ಕುಳದಿಂದೆ ತುಂಬಿರ್ದ ಹೊಳೆಗಳಿಂ ಕುಸುಮ ಸ
ತ್ಫಲಗಳಿಂ ತುಂಬಿರ್ದ ವನಗಳಿಂ ಕಮಲಕುವಲಯ ರಾಜಿರಾ
ತಿಳಿಗೊಳಗಳಿಂದೆ ಬೆಳ್ಳೆಳಗಿನಿಂ ಕೋಭಿಸುವ [ಜಿಸುತಿಹ।
ಮಳಲರಾಶಿಗಳಿಂದೆ ದಂತಿ ಕಂಠೀರವಾ [ಶವು॥
ವಳಯಿಂದ ತುಂಬಿರ್ದ ಗಿರಿಕಂದರಂಗಳಿಂ ತುಂಬಿರ್ದುದಾ ದೇ

4. ಜೀಮೂತಕೆತುವು ಹಾಗೆ ಅಳುತ್ತಾ ಬರುವ ನಾಗ ಕುಮಾರನಂ ಕಂಡು ಸಂತೋಷದಿಂದ, "ಇನ್ನು ಚಿಂತಿಸಬೇಡ, ದೇವಿಯೇ! ನೋಡು! ಇವನದೇ ಈ ಚೂಡಾಮಣಿಯಾಗಿರಬೇಕು: ಮಾಂಸಭ್ರಾಂತಿಯಿಂದ ಯಾವುದೋ ಬಂದು ಹಕ್ಕಿ ಇವನ ಮಂಡೆಯಿಂದೀ ರತ್ನವಂ ಕಿತ್ತು ತೆಗೆದುಕೊಂಡು ಹೋಗುತ್ತ ಕೆಳಗೆ ಬೀಳಿಸಿರಬಹುದು," ಎನಲು; ದೇವಿಯೂ ಮಲಯವತಿಯೂ ಸಂತೋಷದಿಂದ ನಿಮ್ಮ ಯಾಚೀರ್ವಾದಾನುಗ್ರಹದಿಂದ ಹಾಗೆಯೇ ಆಗಿರಲೆಂದು ಕಾಲಿಗೆ ಬೀಳುತ್ತಿದ್ದರು. ಜೀಮೂತಕೇತುವು ಅಳುತ್ತ ಬರುತ್ತಿರುವ ಶಂಖಚೂಡನ ಬಳಿಗೆ ಬಂದು, "ಎಲೆ, ಹುಡುಗನೇ! ನೀನು ಯಾರು? ಏಕೆ ಅಳುತ್ತೀಯೇ? ಬೇಗಬೇಗನೆ ಯೆಲ್ಲಿಗೆ ಹೋಗುವಿ?" ಇಂತೆಂದು ಕೇಳಲು; ಶಂಖಚೂಡನು "ಬಹು

ದುಃಖದಿಂದ ಕೊರಳು ಮುಚ್ಚಿ ಹೋಗುತ್ತಿದೆ; ಕೇಳಲಾರೆನು, ಆದರೂ ತಾವು ಆತುರದಿಂದ ಕೇಳುವಿರಾದ್ದರಿಂದ ಸಂಗ್ರಹಿಸಿ ಕೇಳುವೆನು ಕೇಳಿರಿ," ಎಂದನು.

II. Put into idiomatic English :

1. ಅಯ್ಯಾ, ಕಂಚುಕಿಯೇ, ಬಹುಪ್ರಯಾಸಪಟ್ಟು ಬಂದಿ; ಇನ್ನು ನೀನು ಮನೆಗೆಹೋಗು; ದೇವಿಗೆ ನನ್ನ ನಮಸ್ಕಾರಂಗಳಂ ತಿಳಿಸು.

2. ಇವಳ ಪುತ್ರಸ್ನೇಹವನ್ನು ನೋಡಿದರೆ ಕೃಪೆಯಿಲ್ಲದಾ ಗರುಡನೂ ಕೂಡಾ ದಯೆ ಮಾಡ ಬಹುದು.

3. ಅಮ್ಮಾ! ಅಂಜಬೇಡ, ಇವನು ಗರುಡನಲ್ಲ; ಕ್ರೂರವಾದ ಹಾವುಗಳಂ ಸೀಳುವ ಕೊಕ್ಕುಳ್ಳಾ ಗರುಡನಲ್ಲಿ? ಸುಕುಮಾರನಾದ ಈ ಸಾಧುವಲ್ಲಿ?

4. ಹೊಗೆಗುಮ್ಮಾನನ ಭೀಷ್ಮ ವಿದುರಾದಿಗಳಿಗಾ ಧೃತರಾಷ್ಟ್ರನು ತರಿಗೆ ದುಗುಡಪಡ್ಡಿಯ ಹರುಷಸಿರಿ ಹೊಕ್ಕಳಂ ಮುಖಾಂಬುಜವ.

III. Write in Kanarese an essay on "The benefits of commerce."

ವ್ಯಾಪಾರದಿಂದುಂಟಾಗುವ ಪ್ರಯೋಜನಗಳನ್ನು ಕುರಿತು ಕನ್ನಡದಲ್ಲಿ ಒಂದು ಉಪನ್ಯಾಸವನ್ನು ಬರೆಯಿರಿ.

FRIDAY, 16TH DECEMBER, 10 A.M. TO 1 P.M.

MALAYALAM: TEXT-BOOKS AND GRAMMAR.

I. ധൃതനാമോക്ഷം-ഉലൂഖലബന്ധനം-വത്സസ്തേയം-ംരം കഥകൾ ചുരുക്കമായി എഴുതുക.

II. താഴെ എഴുതിയ വാക്യങ്ങൾ ഏതു സന്ദർഭങ്ങളിൽ ഉള്ളവയാകുന്നു :—

1. മലകളിളകിലും മഹാജനാനാം മനമിളകാ.
2. ആയാമമുള്ളൊ രചലെ വിളങ്ങും
   കായാമ്പുതൻ കോരകമെന്ന പോലെ,
3. വിരിഞ്ഞ പുഷ്പങ്ങളി ലങ്ങുമിങ്ങും
   പിരണ്ടുമണ്ടുന്നോരു വണ്ടുപോലെ.
4. കാളിന്ദിയും ഗംഗയുമേകഭാഗെ
   മേളിച്ചകാന്തി പ്രസരം.
5. അതീത കായ്യാനു ശയേനകിംസ്യാൽ.

6. മോക്ഷമൊ സാപത്ന്യത്തെപ്പോലെ മറ്റൊന്നുമില്ല.

7. ശ്രാവണത്തിന്നു യോഗ്യമായ്പ്പതുമെന്നാലിതു.

8. തജ്ജ്വരം പീലിയുഴിഞ്ഞു ശമിപ്പിച്ചാൻ.

9. താന്താനൊ ട്ടൊഴിഞ്ഞിട്ടും ബന്ധുവാംജനങ്ങളെ സന്തോഷിപ്പിക്കയെല്ലൊ കാര്യമാകുന്നതെടൊ.

10. ഇന്നു തൃണങ്ങൾ പിണങ്ങുമൊ വഹ്നിയോടു.

III. 1. പൂർണ്ണേഗഭീസമസ്തത്രി ഭുവനശുഭകരംങ്ങളേ കതുക്കുടി
പൂർണ്ണാനന്ദംവിളങ്ങീടിന ഘനപടലശ്യാമധാമാഭിരാമം
മംഗല്യേസൂനുഹൃത്തേ മഹിതഗുണമിയന്നന്ദ മീരോഹിണീഭ്യാം
സംഗെഭംഗ്യാജനിച്ചാ നഴകൊടു ജഗതീമൂലകന്ദം മുകുന്ദൻ.

2. തല്ക്കാലം നാലുഭാഗങ്ങളിലളി പടലശ്യാമധൂമങ്ങളോടെ
തക്കത്തിൽ കത്തിയെത്തിസ്സടമടവിതടെ കാട്ടുതീകണ്ടുമായി
വ്യാഘ്രം സിംഹം വരാഹം മഹിഷമിതി മഹാജന്തുജാലങ്ങൾ വെന്തും
ശീഘ്രം നന്ദാദിഗോപാല കനികട മടുത്തുച്ചകൈതുജ്ജ്വലിച്ചു.

ഇതുകളുടെ അർത്ഥം വിശദമായി സ്വവാചകത്തിൽ എഴുതുക.

IV. 1. ഗരുഡനെ പേടിവിട്ടുകാളിയൻ കാളിന്ദിയുടെ ഒരു ഭാഗത്തു വന്നു താമസിച്ചതു എങ്ങിനെ ?

2. ഉഗ്രസേന പുത്രൻ വളരെ ദുഷ്ടനാകുവാൻ കാരണമെന്തു ?

3. കംസൻ കൊന്ന ദേവകീപുത്രന്മാർ ആറുപേർ ആര ?

4. കൃഷ്ണന്റെ ബാലപരിചരണംകൊണ്ടുള്ള സുഖം ദേവകിക്കും നന്ദഗോപക്കും സിദ്ധിച്ചതു എങ്ങിനെ ?

V. 1. കാത്ത്യായനി മറഞ്ഞ തിന്റെ ശേഷം കംസൻ ദേവകിയോടു പറഞ്ഞ വേദാന്തവാക്കുകളെ ചുരുക്കി എഴുതുക.

2. ബഹുവ്രീഹി-ഉപമ-രൂപകം-ഇവ എന്തു ?

VI. 1. ചന്ദ്രഗുപ്തനെ കൊല്ലുവാൻ രാക്ഷസൻ ചെയ്ത പ്രയോഗങ്ങൾ എന്തെല്ലാം ?

2. കള്ള എഴുത്തിൻെറ വാചകവും ചതിവായുള്ള വ്യാഖ്യാനവും എഴുതുക.

3. ചാണക്യൻെറ ചതിവുകൾക്കു ദൈവസഹായം വളരെ ഉണ്ടായി എന്ന അഭിപ്രായം ദൃഷ്ടാന്തങ്ങളെക്കൊണ്ടു സാധുവാക്കുക.

VII. 1. മതിമാനാകിയ ഭവാൻ നിരൂപിച്ചാൽ അതിനെല്ലതെന്നു പറഞ്ഞു ഭൂപനും. ഇതിലെ ക്രിയാപദങ്ങളെ വ്യാകരിക്കുക.

2. ആശ്രിതാധികരണം-ചതുർത്ഥിയുടെ പ്രയോഗം ഉപക്രിയ. ഇവയെ വിവരിക്കുക.

VIII. അന്തോണിയെ രക്ഷിപ്പാൻ പോൎഷ്യ എന്തെല്ലാം ചെയ്തു എന്നും എങ്ങിനെയെല്ലാം വ്യവഹരിച്ചു എന്നും എഴുതുക.

IX. താഴെ എഴുതിയ വാക്കുകളുടെ അൎത്ഥം എഴുതുക :—

മഹനീയം - കബളം - പുളിനം - കണ്ണെജുപൻ - കുമാൎഗ്ഗം - അഭിതഃ - ബദരീ - പ്രഥിതം - ഫണി - ദുഃഖം.

FRIDAY, 16TH DECEMBER, 2 TO 5 P.M.

MALAYALAM : TRANSLATION AND COMPOSITION.

I. Translate into Malayalam : [See Urdu Translation paper, page xliv.]

II. Translate into English :

1. കൎണ്ണമായുള്ളോരു വിപ്രനിരാസവും
നിൎഗ്ഗുണമായവൻ ചെയ്തശപഥവും
കേട്ടുവിഷാദവും ഭീതിയും പൂണ്ടഥ
ശിഷ്ടനാം മന്ത്രികലോത്തമൻ രാക്ഷസൻ
ഭീഷ്മമായികണ്ടു ഭയംപൂണ്ടതിനൊരു
മാൎഗ്ഗമെന്തെന്നു വിചാരം തുടങ്ങിനാൻ.

2. ഊഴിയിലുള്ള നൃപന്മാരെ നിന്നുടെ
കീഴാക്കിവെച്ചതും ആൎ എന്നു തോന്നുന്നു
ആതും അറിയാൎത്ത തല്ലെടൊ നിന്നുടെ
ധീരതയേറും പ്രഭുത്വവും പ്രൌഢിയും.

3. പിരിയുന്നൊരു ദുഃഖംകൊണ്ടു കരയുന്നതുകേട്ടിട്ടയ്യോ
ഉരുകുന്നെന്മാനസം അധികം ജലബിന്ദുക്കൾപൂണ്ടുനിൽക്കെ
മരവിന്ദംപോൽ കാണുന്നശ്രു
കണവന്ദമേറേറാ രെന്മകനുഖം
വല്ലഭേനിൻ നിലയിതു കല്ലെന്നാലും കണ്ടാൽ
അലിഞ്ഞില്ലാതെ യായിട്ടുമെല്ലോ - വല്ലഭനാകം ഞാൻ
പിന്നെ
വല്ലഭനാമൊസഹിച്ചാൽ പല്ല വാധരിതല്ലജ്ജെ.

4. ഇത്ര അനർത്ഥകരമായ കൃത്യം ചെയ്യാതിരിപ്പാൻ വേണ്ടതിലധികം അവനു സാമർത്ഥ്യവും അന്തഃകരണ ശുദ്ധിയും ഉണ്ടു.

5. ഇങ്ങിനെ അദ്ധ്വനസ്സോടും വൈമുഖ്യത്തോടും കാൎയ്യങ്ങൾ ചെയ്യുന്നതിൽ ഭേദം ചെയ്യാതിരിക്കയില്ലെ എന്നു ശങ്കിക്കുന്നു.

6. ഒരു വിഷയത്തിൽ നിങ്ങൾ എത്രജാഗ്രതയായിരുന്നാലും അധികമായി പോവുന്നതല്ലാ.

7. ആളേറപ്പൊകുന്നതിനേക്കാൾ താനേറപ്പോകുന്നതു നല്ല.

III. Write in Malayalam an essay on "The benefits of commerce." കച്ചവടംകൊണ്ടുള്ള ഗുണങ്ങൾ.

FRIDAY, 16TH DECEMBER, 10 A.M. TO 1 P.M.

URIYA: TEXT-BOOKS AND GRAMMAR.

I. (କ) ସଂକ୍ଷେପରେ ଅଯୋଧ୍ୟା କାଣ୍ଡର ବିଷୟ ସୂଚନା କର । (ଖ) ତୁମ୍ଭ ବିବେଚନାରେ କୈକେୟୀ ଭ୍ରାତାଙ୍କ ପ୍ରତି କିଏ ଅଧିକ ଦୃଢ଼ ଭକ୍ତି ଦେଖାଇ ଥିଲେ—ଭରତ ନା ଲକ୍ଷ୍ମଣ ? କି ଲକ୍ଷଣ ନିର୍ଦ୍ଦେଶ କରି ତୁମ୍ଭର ମତ ସ୍ଥାପନ କର । (ଗ) କୌଣସି ପୁସ୍ତକ ପାଠ କଲେ ପୁସ୍ତକ-ଲେଖକଙ୍କର ଜୀବନ ବୃତ୍ତାନ୍ତ ଜାଣିବା ପାଇଁ ସ୍ୱଭାବତଃ କୌତୂହଳ ଜନ୍ମେ । ତୁମ୍ଭେ ପଠିତ ଅଯୋଧ୍ୟା କାଣ୍ଡ ରଚୟିତାଙ୍କ ବିଷୟରେ ତୁମ୍ଭେ କିଛି ଜାଣ ? ସେ କାହିଁକି ଏ ପୁସ୍ତକ ରଚନାରେ ପ୍ରବୃତ୍ତ ହୋଇ ଥିଲେ ? ତାହାଙ୍କ ମତରେ ରାମାୟଣ ପଠନ ପ୍ରଧାନତଃ କି ଉପଦେଶ ମିଳେ ?

II. ନିମ୍ନୋକ୍ତ ପଂକ୍ତିମାନଙ୍କୁ ଭଲକରି ବୁଝାଇ ଦିଅ :—

1. ଦେବଲୋକ-ପରିଭ୍ରଷ୍ଟ ଯଯାତି ସମାନ । ଦଶରଥ କରିଛନ୍ତି ଭୂତଳେ ଶୟନ ॥

2. ଅନର୍ଘ ଶୈବ୍ୟର ଅସତ୍ୟ କଥା ତୁମ୍ଭେ ଜାଣ । ସତ୍ୟରେ ସାଗର କୂଳ ନକରେ ଲଙ୍ଘନ ॥

3. ଗଙ୍ଗାନଦୀ ସ୍ତ୍ରୀ ଭଗୀରଥ ତପୋବଳେ । ବସୁ ପହୁଁ ଚ୍ୟୁତ ହୋଇ ଆସିଲେ ଭୂତଳେ । ଉରଗ କୁମ୍ଭୀର ନଦି ଅବ ଶିଶୁମାର । ସ୍ନୋତଜଳେ ଆନନ୍ଦରେ ବରନ୍ତ ବିହାର ॥

4. ଏହି ବେଶ ଉଜ୍ଜ୍ୱଳ ବିଲ୍ୱ ପୁଷ୍ପମାନ । ଫୁଟି ବୃକ୍ଷ ମୂଳେ ପଡ଼ି ଅଛି ଦ୍ରୋଣ ଦ୍ରୋଣ ॥

5. ବିଦୀର୍ଣ୍ଣ ଭିତ୍ତି-ଦେହର ବୃହତ୍ ପ୍ରସ୍ତର ସ୍ଥିଳନ ଦେଖି ମୁଁ ଜୀବନର ଆଶା ବିସର୍ଜନ କଲି ।

6. ମୁହୂର୍ତ୍ତିକ ମଧ୍ୟରେ ଉଗ୍ନସୌଧୋତ୍ଥିତ ପ୍ରକାଣ୍ଡ ଧୂଳିପଟଳ ଅନ୍ତରୀକ୍ଷକୁ ଏପରି ନିବିଡ଼ ଅନ୍ଧକାରରେ ଆବୃତ କଲା ଯେ ମୁଁ କୌଣସି ପଦାର୍ଥ ସ୍ପଷ୍ଟରୂପେ ଦେଖି ପାରିଲି ନାହିଁ ।

III. (କ) ସୁମନ୍ତ୍ର, ଯୁଧାଜିତ, ସୁଯଜ୍ଞ ଓ ବଶିଷ୍ଠ ଏମାନେ କିଏ ? "ଖନିଯି ପେଟକ ଘେନ ସଙ୍ଗେ ୨ ଥିବ । ଅରଣ୍ୟରୁ ଫଳମୂଳ ଖୋଳି ଆଣି ଦେବ ॥," (ଖ) ଏ କେଉଁ ସମୟର କାହା ପ୍ରତି କାହାର ଉକ୍ତି "ମହାବୀର ରାମଚନ୍ଦ୍ର ଆସିମ ସାହସ । ସମ୍ବର ପୁରିକୁ ଉଣେ କରୁଛି ବିନାଶ ॥" (ଗ) ସମ୍ବର ପୁରି କିଏ ? ରାମ ତାହାକୁ କେବେ ବିନାଶ କରି ଥିଲେ ?

IV. "ମନୁଷ୍ୟ ବଂଶ ପାଞ୍ଚ ଗୋଟି ବିଭିନ୍ନ ପରିବାରରେ ବିଭକ୍ତ ।" (କ) ଉକ୍ତ ପାଞ୍ଚଗୋଟି ପରିବାରର ନାମ, ନିବାସସ୍ଥଳ ଓ ସଭ୍ୟତାର ଅବସ୍ଥା ନିର୍ଦ୍ଦେଶ କର । "ମୋନବ ପ୍ରକୃତିରେ ଦୁଇ ଗୋଟି ପରସ୍ପରବିରୋଧୀ ଭାବ ସଂଲକ୍ଷିତ ହୁଏ । ଗୋଟିଏ ସ୍ୱାନୁବର୍ତ୍ତିତା ; ଅପରଟି ବିଶ୍ୱ-ଭାବ । ଯେମନ୍ତ କେନ୍ଦ୍ରାଭିବର୍ତ୍ତିଣୀ ଓ କେନ୍ଦ୍ରାପସାରଣୀ ନାମକ ପରସ୍ପରବିରୁଦ୍ଧ ଶକ୍ତି-ଦ୍ୱୟ ଦ୍ୱାରା ଏହି ଅଖିଳ ବିଶ୍ୱ ସଂରକ୍ଷିତ ଓ ପରିଚାଳିତ ହେଉଅଛି, ସେହି ପରି ଉପର୍ଯ୍ୟୁକ୍ତ ଆଧ୍ୟାତ୍ମିକ ଶକ୍ତି-ଦ୍ୱୟ ମାନବ ସମାଜକୁ ଅନନ୍ତ ଉନ୍ନତି ଆଡ଼କୁ ଘେନି ଯାଉଅଛି ।" (ଖ) ଉପରୋକ୍ତ ଚଳିତ୍ରମାନଙ୍କର ଭାବ ଦୃଷ୍ଟାନ୍ତ ଦ୍ୱାରା ପରିସ୍ଫୁଟ କର ଲେଖ ।

V. "ମନୁଷ୍ୟ ଈଶ୍ୱର-ପ୍ରଦତ୍ତ ଶକ୍ତି-ନିଚୟର ପ୍ରୟୋଗ ଦ୍ୱାରା ଏହି

ପୃଥିବୀକୁ ଯେପରି ପରିବର୍ତ୍ତିତ କରିଅଛି, ତାହା ଆମ୍ଭମାନଙ୍କର ଆଲୋଚ୍ୟ ।" (କ) ପ୍ରବନ୍ଧମାଳା-ଲେଖକ ପୃଥିବୀର ଯେଉଁ ସବୁ ମନୁଷ୍ୟକୃତ ପରିବର୍ତ୍ତନର ଆଲୋଚନା କରିଅଛନ୍ତି ସେମାନଙ୍କର ସଂକ୍ଷିପ୍ତ ବିବରଣ ଲେଖ । "ପ୍ରତ୍ୟେକ ପଦାର୍ଥର ଦୁଇଗୋଟି ବିଭିନ୍ନ ଗତି ଅଛି ; ବାହ୍ୟ ଏବଂ ଅଭ୍ୟନ୍ତରିକ ।" (ଖ) ଉକ୍ତ ଦୁଇ ଗତି ବୁଝାଇ ଦିଅ ।

VI. ନେପୋଲିଅନଙ୍କର ସଂକ୍ଷିପ୍ତ ଜୀବନ-ବୃତ୍ତାନ୍ତ ଲେଖ ।

VII. (କ) ନିମ୍ନ-ଲିଖିତ ପଦମାନଙ୍କର ଅର୍ଥ ଲେଖ :—ପ୍ରିୟମ୍ବଦ, ପ୍ରକୃତି-ରଞ୍ଜିନ, ଆଖଣ୍ଡଳ, ଗ୍ରଭ, ମାଗଧେ, ପଣ୍ୟ-ବୀଥି, ଡ଼ଗଇ, ନ୍ୟାସ, ଋତ୍ୱିକ, କୃଶର, କାରଣ୍ଡବ, ଅକ୍ଷତ-ପ୍ରବାନ, ଗଦ୍ଦ ଲ, କକ୍ଷ, ମେଦ୍ରବଣ୍ଡ ଓ ମାଧ୍ୟାକର୍ଷଣ । (ଖ) ନରୋଗ, ନଅନ୍ତା, ଅଭିକ୍ଷ୍ଣ, ତତ୍ତ୍ୱ ଏ ପଦମାନ ଶୁଦ୍ଧ ନା ଅଶୁଦ୍ଧ ? ଅଶୁଦ୍ଧ ହୋଇ ଥିଲେ ବ୍ୟାକରଣ-ଗତ ଦୋଷ ଦେଖାଇ ଶୁଦ୍ଧ କର ଲେଖ । (ଗ) ମୈଥିଳୀ, ସୌଭାଗ୍ୟ, ସୌରି, ନାଟକ ଏମାନେ କି ଅର୍ଥରେ କି ପ୍ରତ୍ୟୟଦ୍ୱାରା କିପରି ସିଦ୍ଧ ହେଲେ ଲେଖ । (ଘ) ବୀରେନ୍ଦ୍ର-ବରଣୀୟା, ଶ୍ୟାମଜ୍ଜ୍ୱଳ-ଅନନ୍ତ-କାନନ-ଶ୍ରେଣୀ, ମନୋଜ୍ଞଗତ ଏବଂ ସୌରି-ରଶ୍ମି-ରଞ୍ଜିତ-ମେଘମାଳା ଏମାନଙ୍କର ସମାସର ନାମ ଓ ଲକ୍ଷଣ ଲେଖ ।

VIII. (କ) ଅଯୋଧ୍ୟାକାଣ୍ଡରେ କେଉଁ ରସର ଅବତାରଣା ହୋଇଅଛି ଏବଂ ଏହା କେଉଁ ଛନ୍ଦରେ ଲେଖା ହୋଇଅଛି ? ସେମାନଙ୍କର ଲକ୍ଷଣ ଲେଖ ।

1. ପିତା ଯେହ୍ନେ ନିଜସୁତେ କରେ ପାଳନ । ପାଳୁଥିଲେ ପ୍ରଜାଗଣେ ଗ୍ରଜୀବଲୋଚନ ॥

2. ଅଳଙ୍କାର ପଡ଼ି ଶୋଭା ଦିଶେ ଗୃହ ତଳ । ଆକାଶେ ପଡ଼ିଛି ନିମ୍ନ ନକ୍ଷତ୍ର ମଣ୍ଡଳ ॥

3. ପ୍ରବେଶ ହୋଇଲେ ଯାଇ କୈକେୟୀ ଗୃହରେ । ପ୍ରବେଶିଲା ଚନ୍ଦ୍ର ଗ୍ରହଯୁକ୍ତ ଆକାଶରେ ॥ (ଖ) ଉପରୋକ୍ତ ପଦ୍ୟମାନଙ୍କରେ ଥିବା ଅଳଙ୍କାରର ନାମ ଓ ଲକ୍ଷଣ ଲେଖ ।

IX. ନିମ୍ନ-ଦତ୍ତ ଖଣ୍ଡ-ବାକ୍ୟମାନଙ୍କୁ ପୂର୍ଣ୍ଣ କର :—

1. ନଦୀ ସ୍ରୋତ କରେ ଯେହି ନର୍ଜ —— ନାଶ । ମୋର ବିଜ ଶୋକ —— କରୁଛି ବିନାଶ ॥

2. କୈକେୟୀ——ବୀରେ ବରେ ବେଖିଲେ । ଆନନରେ ——ଭଠି ଠିଆ ହେଲେ ॥

FRIDAY, 16TH DECEMBER, 2 TO 5 P.M.

URIYA: TRANSLATION AND COMPOSITION.

I. Translate into Uriya: [See Urdu Translation paper, page xliv.]

II. Translate into English:

(କ) ନ ଥିଲା ଯେ ଯେତେବେଳେ ବିଶ୍ୱ ଭୁବନ, ନ ଥିଲା ଏ ସୂର୍ଯ୍ୟ ଚନ୍ଦ୍ର, ଗ୍ରହ, ତାରାବଳ । ନ ଥିଲା ଧରଣୀ ଏହି ଭୂ-ଭ-ବିଭେଦନ, ଅନନ୍ତ ଅନ୍ଧାରେ ପୂର୍ଣ୍ଣ ଥିଲା ସର୍ବସ୍ଥଳ । ଅନନ୍ତ ନିବିଡ଼ ଘୋର ଅନ୍ଧକାର-ମୟ, ଥିଲା ବିଶ୍ୱ ରୂପ-ରେଖା-ଶୂନ୍ୟ ନିରାକାର । ନିସ୍ତବ୍ଧ ଥିଲା ଯେବେ ଅନନ୍ତ ସମୟ, ଘଟନା ବିହୀନ ଘୋର କାଳ-ଗ୍ରାସିକା । ସେ କାଳରେ ଅକଳମ୍ବି ଅନାଦି କାଳରେ, ଅସୀମ ଆକାଶ ! ଭୁଲି ମହା ମହିମାରେ । (ସେ ମହିମା ସ୍ତବ୍ଧ ଚିତ୍ତ ଯାହାର ଚିନ୍ତନେ) ବିରାଜିତ ଥିଲା ବେଢ଼ି ଅନନ୍ତ ଅନ୍ଧାରେ ।

(ଖ) ବର୍ତ୍ତମାନ ବୋଧହୁଏ, ପୃଥିବୀ ଏକ ସ୍ଥାନରେ ସ୍ଥିର ହୋଇ ରହି ଅଛି ଆଉ ସୂର୍ଯ୍ୟ ତାହାର ଚତୁର୍ଦ୍ଦିଗରେ ପରିଭ୍ରମଣ କରୁଅଛି ; କିନ୍ତୁ ବାସ୍ତବ ତାହା ନୁହେ । ଜ୍ୟୋତିର୍ବିତ୍ ପଣ୍ଡିତମାନେ ନିଃସଂଶୟରେ ନିର୍ଣ୍ଣୟ କରି ଅଛନ୍ତି ଯେ ସୂର୍ଯ୍ୟମଣ୍ଡଳ, ବୁଧ, ଶୁକ୍ର, ପୃଥିବ୍ୟାଦି ଗ୍ରହ-ଗଣଙ୍କ ମଧ୍ୟବର୍ତ୍ତୀ; ଗ୍ରହଗଣ ତାହାର ଚତୁର୍ଦ୍ଦିଗରେ ପରିଭ୍ରମଣ କରନ୍ତି । ସୂର୍ଯ୍ୟ ନିଜରେ ଗ୍ରହ ନୁହନ୍ତି ; ଯେଉଁମାନେ ସୂର୍ଯ୍ୟର ଚତୁର୍ଦ୍ଦିଗରେ ଏହି-ରୂପ ପରିଭ୍ରମଣ କରନ୍ତି, ସେହି ସବୁ କେବଳ ଗ୍ରହ । ଆମ୍ଭମାନଙ୍କର ଅଧିଷ୍ଠାନଭୂତା ପୃଥିବୀ ସୁଦ୍ଧା ସୂର୍ଯ୍ୟକୁ ଏହି ପ୍ରକାର ପ୍ରଦକ୍ଷିଣ କରିଥାଏ, ଅତଏବ ପୃଥିବୀ ସୁଦ୍ଧା ଏକ ଗ୍ରହ ।

(ଗ) ଅତଃପର ଦୁଇବର୍ଷ କାଳ ମୋଗଲ ସାମ୍ରାଜ୍ୟ ମଧ୍ୟରେ ଗୋ-ଲମାଳର କାମମାରି ଶୁଣା ନଗଲା । ଇତି ପୂର୍ବେ ୨୦ ବର୍ଷ ହେଲା ଦାକ୍ଷି-ଣାତ୍ୟ କଣ୍ଟକ ପାଇ ଲୋକ ନିଯୁକ୍ତ ହୋଇ ଥିଲେ । ବର୍ତ୍ତମାନ ତାହା ସମ୍ପୂର୍ଣ୍ଣ ହୁଅଇ । ଆକବରଙ୍କ ରାଜତ୍ୱ ସମୟରେ ରାଜା ଟୋଡ଼ରମଲ୍ ଆର୍ଯ୍ୟା ବର୍ତ୍ତର ରାଜସ୍ୱ ସମ୍ବନ୍ଧେ ଯେ ପ୍ରଣାଳୀ ଉଦ୍ଭାବନ କରନ୍ତି ଦାକ୍ଷିଣାତ୍ୟରେ

ତାହା ପ୍ରଚଳ ହେଲା । ଏହି ଶାନ୍ତି ସମୟରେ ସମ୍ରାଟଙ୍କ ଉଜୀର ଶାୟୁଷ୍ଟ-ଲାଖାଁ ପରଲୋକ ଗମନ କରନ୍ତି । ଭାରତ ବର୍ଷସ୍ଥ ଯବନୀୟ ଉଜୀରମାନଙ୍କ ମଧ୍ୟରେ ଏ ବ୍ୟକ୍ତି ସବୁଠାରୁ ଦକ୍ଷ ଓ ଧର୍ମଧୀର ଥିଲେ ।

(ଘ) ଏଥି ଉତ୍ତାରେ 1812 ଅବ୍ଦର ଏପ୍ରେଲ ମାସରେ ରୁଷିୟା ଫ୍ରାନ୍ସ ବିରୁଦ୍ଧରେ ଯୁଦ୍ଧ ଘୋଷଣା ପ୍ରଚାର କଲା । ସୁଲତାନ ନେପୋଲିଅନଙ୍କୁ ଯୁଦ୍ଧବାର ଋଣ କ୍ଷେତ୍ରରେ ଅବତୀର୍ଣ୍ଣ ହେବାକୁ ପଡ଼ିଲା । ତାଙ୍କର ଆବେଶ ଏମେ କ୍ରମଶ ସପ୍ତାହ ମଧ୍ୟରେ ପାଞ୍ଚଲକ୍ଷ ସୈନ୍ୟ ସଂଗୃହୀତ ହେଲେ । ଏପରି ଭୟଙ୍କର ସମର ସଜ୍ଜା ଇଉରୋପ ମହାଦେଶରେ ପୂର୍ବେ କଦାପି ଦୃଷ୍ଟିଗୋଚର ହୋଇ ନ ଥିଲା । ନେପୋଲିଅନ ଅକଥନୀୟ ଆଡ଼ମ୍ବର ସହକାରେ ପାରୀ ନଗରୀରୁ ନିଷ୍କ୍ରାନ୍ତ ହେଲେ । ଇଉରୋପ ମହାଦେଶର ଅଧିକାଂଶ ରାଜନ୍ୟ-ବର୍ଗ ତାହାଙ୍କର ପ୍ରସାଦାର୍ଥୀ ହୋଇ ପଥ ମଧ୍ୟରେ ତାଙ୍କ ସଙ୍ଗରେ ସାକ୍ଷାତ କଲେ । ତାଙ୍କୁ ଦେଖିବା କାମନାରେ ଲକ୍ଷ ଲକ୍ଷ ନରନାରୀ ଗ୍ରାମନଗର ତ୍ୟାଗ କରି ମାର୍ଗ ମଧ୍ୟରେ ଆକୁଳ ଭାବରେ ପ୍ରତୀକ୍ଷା କରି ରହି ଥିଲେ ।

III. Write in Uriya an essay on "The benefits of commerce."

FRIDAY, 16TH DECEMBER, 10 A.M. TO 1 P.M.
FRENCH: TEXT-BOOKS AND GRAMMAR.

III. How many kinds of *e*'s are there in the French language?

2. Place the appropriate accents on the words: Ameaite, succes, regle, modele, beche, foret, arret, apres, expres.

3. In which of these words is the *h* mute?—Homme, haine, haricots, histoire, hameau, humeur, nanneton, Hollande, Hongrie, harpe.

4. Give the rule for the formation of the substantives ending (in the singular) (*a*) in *s*, *x*, *z*, (*b*) in *au* and *eu*, (*c*) in *ou*.

5. Give the feminine of: favori, auteur, témoin, dispos, inspecteur, supérieur.

6. Give the plural of: original, naval, travail, trivial, glacial.

II. Conjugate:

1. The present subjunctive of the verb *rire*.

2. The present indicative, and the past subjunctive of *haïr*.

3. The imperfect indicative of *fleurir* when used figuratively.

4. Write the past participle of mourir, vêtir, acquérir, falloir, pouvoir, naître.

III. Illustrate by examples:

1. The word *personne* used (*a*) as an indefinite pronoun and (*b*) as a substantive.

2. Show in short sentences what are the principal uses of the conjunction *que*.

3. Point out the difference between (*a*) *plus* and *mieux*, (*b*) *à* and *de*, (*c*) *aussi* and *non plus*, (*d*) *consumer* and *consommer*.

IV. Point out what is vicious in the following sentences, and write them correctly:

(*a*) Acheter, vendre bon marché. (*b*) Il ne décesse de parler. (*c*) Aussitôt son départ. (*d*) Changez-vous, vous êtes tout trempé. (*e*) Comme de juste. (*f*) Ils s'en sont fuis. (*g*) En outre de cela. (*h*) Jouir d une mauvaise réputation. (*i*) Mourir pour le patrie, est le sort la plus belle et la plus digne de l'envie. (*j*) Le ambition et l'avarice font de grands ravages.

V. Translate idiomatically:

(*a*) He plays on the fiddle. (*b*) You pluck out his eyes. (*c*) He profits by my error. (*d*) He was punished with death. (*e*) The rain pours down. (*f*) I am ravished with that. (*g*) He rides on horseback. (*h*) I seal up my letter. (*i*) He stretches out his arms. (*j*) I seek after you. (*k*) I wind up my watch.

VI. Fill up the blanks:

1. L'ennui, qui—— ——maladie de l'esprit—— ——remède le travail.

2 L'amour de la patrie——commun à—— ——hommes.

3. La sagesse prépare——plaisir—— ——travail, et—— délasse du travail —— ——plaisir.

4. La mollesse et l'oisiveté————les plus beaux naturels.

5. La simplicité et la modestie sont les caractères —— —— mérite.

VII. Give the English equivalent of the following words and expressions:

1. (*a*) Quiproquos, (*b*) hochet, (*c*) jonquille, (*d*) jaspe, (*e*) à tâtons, (*f*) force vertus, (*g*) mutins, (*h*) choir, (*i*) hallier, (*j*) cloquetant, (*k*) à foison, (*l*) armés d'hoyaux (*m*) sous un ciel d'airain, (*n*) dévoyer les chiens, (*o*) un cerf dix cors.

2. Bring out the idea contained in:

(*a*) D'ailleurs c'est le dada de mon oncle Tobie. (*b*) Voici mon grain de sable (*c*) La bienfaisance marche à côté de l'amour-propre qui lui tend la main. (*d*) Suivant toutes les rigueurs de la pragmatique. (*e*) l'Eschyle Anglais.

3. Relate the anecdote of "Joanetti and the brush."

4. Sum up in a few lines in English the fable: L'écureuil, le chien et le renard.

VIII. Write grammatical notes on the words in italics:

(*a*) Couché *dessus* l'herbette. (*b*) *Encor*. (*c*) *Ce penser*. (*d*) Armés *d'hoyaux*. (*e*) L'un et l'autre ils vont se *mesurants*. (*f*) Le hérisson *repart*.

IX. 1. Give your appreciation of Xavier de Maistre.
2. Write a short life of Florian.

FRIDAY, 16TH DECEMBER, 2 TO 5 P.M.

FRENCH: TRANSLATION.

I. Translate into English:

1. Celui qui se presserait de juger une ville d'après le chapitre précédent se trémperait fort. J'ai parlé des pauvres qu'on y trouve, de leurs cris pitoyables, et de l'indifférence de certaines personnes à leur égard; mais je n'ai rien dit de la foule d'hommes charitables qui dorment pendant que les autres s'amusent, qui se lèvent à la pointe du jour, et vont secourir l'infortune sans témoins et sans ostentation.—Non, je ne passerai point cela sous silence:—je veux l'écrire sur le revers de la page que tout l'univers doit lire.

Après avoir partagé leur fortune avec leurs frères, après avoir versé le baume dans ces cœurs froissés par la douleur, ils vont dans les églises, tandis que le vice fatigué dort sur l'édredon, offrir à Dieu leurs prières, et le remercier de ses bienfaits; la lumière de la lampe solitaire combat encore dans le temple celle du jour naissant, et déjà ils sont prosternés au pied des autels;—et l'Éternel, irrité de la dureté et de l'avarice des hommes, retient sa foudre prête à frapper.

2. Non, mon ami n'est point entré dans le néant; quelle que soit la barrière qui nous sépare, je le reverrai.—Ce n'est point sur un syllogisme que je fonde mon espérance.—Le vol d'un insecte qui traverse les airs suffit pour me persuader; et souvent l'aspect de la campagne, le parfum des airs, et je ne sais quel charme répandu autour de moi, élèvent tellement mes pensées, qu'une preuve invincible de l'immortalité entre avec violence dans mon âme et l'occupe tout entière.

3. Prenez garde, mes fils, côtoyez moins le bord,
Suivez le fond de la rivière;
Craignez la ligne meurtrière,
Ou l'épervier plus dangereux encor.
C'est ainsi que parlait une carpe de Seine
A de jeunes poissons qui l'écoutaient à peine.
C'était au mois d'avril: les neiges, les glaçons,
Fondus par les zéphyrs, descendaient des montagnes;
Le fleuve enflé par eux s'élève à gros bouillons,
Et déborde dans les campagnes.
Ah! Ah! criaient les Carpillons,
Qu'en dis-tu, Carpe radoteuse?
Crains-tu pour nous les hameçons?
Nous voilà citoyens de la mer orageuse,
Regarde: on ne voit plus que les eaux et le ciel,
Les arbres sont cachés sous l'onde,
Nous sommes les maîtres du monde;
C'est le déluge universel.

Ne croyez pas cela, répond la vieille mère ;
Pour que l'eau se retire, il ne faut qu'un instant :
Ne vous éloignez point, et, de peur d'accident,
Suivez, suivez toujours le fond de la rivière.
Bah ! disent les poissons, tu répètes toujours mêmes
discours.
Adieu, nous allons voir notre nouveau domaine.
Parlant ainsi, nos étourdis
Sortent tous du lit de la Seine,
Et s'en vont dans les eaux qui couvrent le pays.
Qu'arriva-t-il ? Les eaux se retirèrent,
Et les Carpillons demeurèrent ;
Bientôt ils furent pris
Et frits.
Pourquoi quittaient-ils la rivière ?
Pourquoi ? Je le sais trop, hélas !
C'est qu'on se croit toujours plus sage que sa mère,
C'est qu'on veut sortir de sa sphère,
C'est que .....c'est que . ..Je ne finirais pas.

II. Translate into French :

* 1. The manner in which two of those people salute when they meet, is this : the person inferior in rank or age presents his gun, charged with powder only, at the other, at the distance of five hundred yards; he then, keeping his gun presented, gallops up as fast as he can, and, on coming close, lowers the muzzle and pours the explosion just under the other's stirrups or horse's belly. This they do sometimes twenty at once, so that you would think some of them at least could not possibly escape being bruised or burned.

2. Higher, higher will we climb
Up to the mount of glory,
That our names may live through time
In our country's story ;
Happy when her welfare calls,
He who conquers, he who falls.

III. Translate into English :

1. Les cloches du hameau se font entendre, les villageois quittent leurs travaux ; le vigneron descend de la colline, le laboureur accourt de la plaine, le bûcheron sort de la forêt ; les mères, fermant leurs cabanes, arrivent avec leurs enfants, et les jeunes filles laissent leurs fuseaux, leurs brebis et les fontaines, pour assister à la fête.

2. Mets dans mon âme la justice,
Sur mes lèvres la vérité ;
Qu'avec crainte et docilité
Ta parole en mon âme mûrisse ;
Et que ma voix s'élève à toi
Comme cette douce fumée,
Que balance l'urne embaumée
Dans la main d'enfants comme moi.

SATURDAY, 17TH DECEMBER, 10 A.M. TO 1 P.M.

ARITHMETIC.

[*N.B.*—(1) *Answers in money must be stated in £ s. d. or in Rs. a. p. as the case may be, and not as fractions of £1 or of R. 1*; (2) *Except in the case of question I., the process by which each result has been obtained must be given in full.*]

I. Add together (without copying out) the following sums, and write down the results:

1. *tons.*	*cwts.*	*qrs*	*lbs.*
3124	17	2	27
65097	3	1	19
385	14	3	6
20039	10	0	13
1470	11	2	19
38965	0	1	7
13	7	3	21
5082	8	3	14
97654	19	1	0
38046	16	0	25
909	3	2	11
41203	15	3	26

2. *ca.*	*md.*	*v.*	*pal.*
19937	19	7	39
2016	13	3	25
26	10	2	19
4309	17	6	35
18197	9	4	12
98006	14	0	26
1779	0	5	17
909	7	3	31
1472	18	7	9
99	15	2	37
3201	7	0	21
69547	12	3	16

II. Simplify $\dfrac{\frac{4}{7}\text{ of }1\frac{3}{8} - \frac{4}{5}\text{ of }\frac{9}{7}}{1 - \frac{1}{7} \times (\frac{5}{12} + \frac{1}{3})} \times \dfrac{\frac{1}{3} + \frac{1}{7} \div (\frac{1}{7} - \frac{1}{8})}{(\frac{1}{3} + \frac{1}{7}) \div \frac{1}{7} - \frac{1}{8}}$.

III. Find the value of ·04$\dot{1}$6 of £33-7-6—·03$\dot{4}$5 of £32-13-1$\frac{1}{3}$; and express Rs. 371-2-6 as the decimal of a lakh of rupees.

IV. Find by any method the cost of making a road 37m. 6f. 31p. 3yd. long at Rs. 1,785-3-4 per mile.

V. Find the present value of £482-6-10$\frac{1}{2}$ due three years hence at 5 per cent. per annum compound interest.

VI. Extract the square root of 13·697142031225 to six places of decimals.

VII. The annual rainfall of a district is 49·7 inches. Assuming that the fall is distributed uniformly over the district, and that a cubic foot of water weighs 62·5lbs., find the weight in tons of the rain that falls throughout the year on a square mile.

VIII. When exchange is 1*s.* 2$\frac{5}{8}$*d.* per rupee, a Madras bookseller sends to a London publisher a bill for £104 in payment of books ordered. Freight and landing charges amount to Rs. 37-8. The publisher allows the bookseller discount at the rate of 35 per cent. on the published price, and the latter sells the books at the rate of 10$\frac{1}{2}$ annas per shilling of the published price. Find how much he gains on the transaction.

IX. In the year 1891 the cost of rice for a family of 2 adults and 4 children was Rs. 86-7-9. In that year rice sold at 11·2 seers per rupee, and each child received two-fifths of the amount given to an adult. Assuming that in 1893 the price of rice will be 13·5 seers per rupee, what will be the cost of rice for the same family from

January 5 to August 11, both days inclusive, if the allowance of each adult be increased by one-fourth and the allowance of each child be three-sevenths of that of an adult?

X. The capital of a railway company amounts to Rs. 18,90,00,000, of which one-fourth is 5 per cent. preference stock and one-third $4\frac{1}{2}$ per cent. preference stock. In a certain year the receipts are Rs. 1,81,50,000, and the working expenses amount to 55 per cent. of the receipts. Of the net receipts Rs. 5,40,000 are added to the reserve fund, and the remainder, after paying dividend on the preference stock, is divided among the ordinary shareholders. What rate of interest will they receive?

XI. In the ten years from 1871 to 1881 the population of a country increased at the rate of 9·5 per cent., and in the ten years from 1881 to 1891 the rate of increase was 10·5 per cent. If the population in 1891 was 31,023,759, find what it was in 1871.

SATURDAY, 17TH DECEMBER, 2 TO 4 P.M.

GEOMETRY.

I. Prove that if two straight lines intersect, the vertical angles are equal.

If the straight line bisecting an angle of a triangle also bisect the opposite side, show that the triangle is isosceles.

II. Triangles on the same base and between the same parallels are equal. Prove this, and thence deduce that when two sides of a triangle are given, the area is a maximum when the angle contained by those sides is a right angle.

III. 1. Prove that if a straight line AB be bisected in C, and produced to D, the rect. $AD.DB$ together with the square on CB shall be equal to the square on CD.

2. Give the construction only for (*a*) dividing a straight line AB in C so that the rect. $AB.BC$ shall be equal to the square on AC, and (*b*) for producing AB to a point D so that the rect. $AD.DB$ shall be equal to the square on AB.

IV. Prove that if a straight line touch a circle, and from the point of contact a straight line be drawn cutting the circle, the angles which this straight line makes with the line touching the circle shall be equal to the angles in the alternate segments.

AB, CD are two straight lines intersecting at O. AC, BD being joined and produced, intersect at P. If circles are described about the triangles AOC, BOD, show that the angle between their tangents at O is equal to APB.

V. If two straight lines cut one another within a circle neither of them passing through the centre, prove that the rectangle contained by the segments of the one is equal to the rectangle contained by the segments of the other.

Apply the proposition to find a square equal to a given rectangle.

MONDAY, 19TH DECEMBER, 10 A.M. TO 12 NOON.

ALGEBRA.

I. If a, b, c be three quantities whose sum is zero, show that

$$a^4+b^4+c^4=2\,(a^2b^2+b^2c^2+c^2a^2).$$

II. Break into factors $a^3b+b^3c+c^3a-(ab^3+bc^3+ca^3)$.

III. Simplify $\dfrac{(y-z)(y+z)^3+(z-x)(z+x)^3+(x-y)(x+y)^3}{(y+z)(y-z)^3+(z+x)(z-x)^3+(x+y)(x-y)^3}$.

IV. Extract the square root of $\dfrac{4x^2}{9a^2}+\dfrac{4x^2}{b^2}+\dfrac{9a^2}{4x^2}+\dfrac{9a^2x^2}{b^4}$

$$+\frac{9a^2}{b^2}+2.$$

V. Prove the rule for finding the G.C.M. of two quantities, and find that of $7x^4-2x^2-9x-2$ and $5x^3-6x^2-6x-11$.

VI. Solve 1. $\begin{cases} 2x-\dfrac{y+3}{4}=7+\dfrac{3y-2x}{5} \\ 4y+\dfrac{x-2}{3}=26\tfrac{1}{2}-\dfrac{2y+1}{2} \end{cases}$

2. $\dfrac{x+16}{5}+\dfrac{11}{x}=\dfrac{4x-17\frac{1}{3}}{3}$

VII. In a half mile race, A gives B 22 yds. start and wins by 6 seconds. In a three quarter mile race, he gives him 20 seconds start but is beaten by 29 yds. 1 ft. In what time can each of them run a mile?

MONDAY, 19TH DECEMBER, 1 TO 3 P.M.

PHYSICS.

I. In what way does the velocity with which a body strikes the ground depend on (1) its weight, (2) the height from which it is dropped?

II. A vessel containing hot water is placed under the receiver of an air-pump, and the air is rapidly exhausted. State what will happen, and whether the water will become hotter or colder, and why.

III. What is meant by the 'convection of heat'? A lighted candle, when placed in a tall glass vessel closed at the top all except a small hole, goes out. But if the hole be divided by means of a slip of cardboard, the candle will continue to burn. Explain this.

IV. You are given a flat ruler and a basin of mercury. How would you determine by these things whether the edges of the ruler are parallel or not?

V. A hole in the shutter of a room is looked at through a prism with its edge horizontal. Describe what will be seen.

VI. Why can a Leyden jar not be charged in the ordinary way when it is placed on an insulating stand? How would you charge it by an electrical machine when placed on such a stand?

VII. Two similar pieces of steel are given, one of which is magnetised and the other not; also some silk thread. With this apparatus how can it be settled which is the magnet?

VIII. A current from a Groves' battery is used to heat a thin platinum wire, to decompose water, and to deflect a magnetic needle suspended underneath the wire. If the pole wires be now connected to the battery so that the current goes through in the opposite way, what changes, if any, will be produced in the heating of the wire, the decomposition of the water, and the deflection of the needle?

MONDAY, 19TH DECEMBER, 3-5 TO 5-5 P.M.

CHEMISTRY.

I. Describe the changes which occur, and name the products formed when a piece of potassium is thrown upon water. What new property does the water acquire in consequence of this action? Mention two ways by which this property can be recognised.

II. Explain the statement that *oxidation* occurs when a candle burns. How would you show this to be the case? Why does a candle flame give off so much light while the flame of hydrogen gives so little?

III. Name the most important non-metallic elements which are met with in nature in the combined state only, also the most common compounds in which they occur. Mention some of the properties of each of these elements and state how any two of them may be obtained from the compounds which you name.

IV. Name the compound of copper which is formed when the metal is acted upon by sulphuric acid, and express the changes which occur by an equation. How and in what form can this compound be obtained from its solution, and by what tests could you recognise the presence of the metal in it?

Calculate the weight of copper required to produce ten pounds of the compound in the manner referred to.

$$Cu = 63;\ S = 32;\ O = 16.$$

V. State how the following substances are prepared and mention some of the properties of each: quicklime, coal gas, nitric acid, alumina, silver nitrate, soda.

TUESDAY, 20TH DECEMBER, 10 A.M. TO 1 P.M.

HISTORY OF INDIA AND ENGLAND.

I. Who were the Guptas, the Jains, the Khiljis, and the Nayars?

II. Describe briefly (*a*) the first Mahammadan invasion of the Dekhan, (*b*) the rise and fall of Vijianagar.

III. What wars were concluded by the treaty of Bassein (Basin) and the peaces of Lahore, Seringapatam and Yendabu? Give the terms of each of these agreements.

IV. 1. Mention the internal reforms introduced by (*a*) the Marquis of Wellesley, (*b*) Lord William Bentinck, (*c*) Lord Hardinge.

2. Point out the political importance of the first Burmese war.

V. Give a short account of Earl Godwin and his family.

VI. 1. Narrate the causes which led to the conquest of Scotland by Edward I.

2 Show how during the following reign it recovered its independence.

VII. 1. Write short notes on the following: *the Forest Laws, the Starchamber, Trial by Jury, the Habeas Corpus Act, the Cabal.*

2. Who were (*a*) the Independents, (*b*) the Quakers, (*c*) the Chartists?

VIII. Give the names and dates of any three great battles which were fought during the Hundred Years War, and state the terms of the important treaties which were concluded respectively in 1360 and 1420.

IX. In a few lines write a character of Marlborough, and mention, with dates, four great battles he gained during the war of the Spanish Succession. Give also the terms of the Peace which brought that war to a close.

X. Relate briefly the events which brought about the final downfall of Napoleon.

TUESDAY, 20TH DECEMBER, 2 TO 4 P.M.

GEOGRAPHY.

I. 1. What are monsoons? Describe generally the course of the monsoons in S. India throughout the year.

2. What causes the Gulf Stream? Trace its course, and state how it affects the climate of Western Europe.

II. On the accompanying outline map* of Asia

1. Name the principal islands and groups of islands.

2. Insert and name (*a*) these mountain ranges—Caucasus, Taurus, Sulaiman, Hindu Kush, Himalayas, Vindhyas; (*b*) these rivers—Hwang-ho, Yang-tse-kiang, Amur, Lena, Ganges, Indus, Irawadi, Euphrates.

III. 1. Mention the principal imports of England and the countries whence they come.

2. What are the principal industries of India? Describe

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* Each candidate was supplied with a map.

how the means of internal communication has been improved under British rule.

3. Give the terminal stations of the following railways and the most important junctions on them: Madras Railway, Great Indian Peninsula Railway.

IV. 1. Name the principal coal-fields in Great Britain.

2. Name in order, from north to south, the seaports on the East Coast of Great Britain, and the rivers at or near whose mouths they are situated.

3. For what are the following towns important?—Coventry, Northampton, Oxford, Chester, Windsor, Kidderminster.

V. 1. Where in India is each of the following situated? State for what each is remarkable: Ujjain, Mhow, Nassik, Bijapur, Bhurtpore, Amritsar, Muttra, Manipur, Monghir, Nandēr.

2. Name in order, (*a*) the principal rivers flowing into the Bay of Bengal; (*b*) the principal seaports between the mouth of the Ganges and Cape Comorin.

3. Enumerate the chief Native States in Central and Southern India, and name the capital of each.

VI. 1. Name the principal groups into which the West India Islands are divided.

2. Describe the climate and population of these Islands. What are the principal exports?

3. Name (*a*) the most important British West India Islands, (*b*) the most important Spanish Islands, (*c*) the important independent islands, giving the capital of each.

VII. 1. Name the principal Lakes in Central Africa, the rivers with which they are connected, and the seas into which those rivers flow.

2. Name the Provinces forming the Dominion of Canada, and the capitals of any four of them.

3. Name the great lakes drained by (*a*) the St. Lawrence River, (*b*) the Mackenzie River.

FIRST EXAMINATION IN ARTS, 1892.

THURSDAY, 15TH DECEMBER, 10 A.M. TO 1 P.M.

ENGLISH: TEXT-BOOKS.

I. 1. How did the fall of the Whigs in 1710 affect Addison?

2. Contrast the importance of oratorical talents to a public man in Addison's day with their importance at the present time.

3. How is the popularity of the famous similitude of the Angel in the "Campaign" accounted for in your text?

II. 1. How did Hastings bring to an end the quarrel between

the Bengal Council and the Supreme Court, and what is Sir Alfred Lyall's opinion of the measure?

2. Give a brief account of the policy pursued by the Council majority towards the successor of Shuja-u-Dowlah, and state, in a few words, how this policy led up to the transactions out of which arose the charge against Hastings relating to the Begums.

3. Mention at least two of the conjectures as to the reason why Pitt abandoned Hastings and voted for Fox's motion regarding the treatment of Cheyt Singh.

III. Express the following passages in unfigurative language:

1. In those days Indian commerce not only followed but carried the flag.

2. The ministers had no mind to let him bring out and ride the best horse in their stable.

IV. 1. Explain the allusions in the following passages:

(*a*) He had not a word to say of the illustrious dead in Santa Croce.

(*b*) Lycidas, a name of singularly evil omen for a swain just about to cross St. George's Channel

2. Write short notes on: (*a*) The Kit Cat Club, (*b*) Grub Street, (*c*) Poet's Corner.

V. 1. Mention the chief characteristics of the fairies as depicted by Shakespeare in A Midsummer-Night's Dream.

2. Enumerate the principal events of the second night of the action of your play.

VI. To what does Milton compare the fallen angels (1) in their supine state in the lake, (2) when on the wing from the lake to the solid plain, (3) when they light on and fill the plain?

VII. What induced the Lady of Branksome, the English leaders, and the Scottish chiefs, respectively, to agree to a combat between Musgrave and Deloraine?

VIII. Paraphrase:

1. How comes this gentle concord in the world,
   That hatred is so far from jealousy,
   To sleep by hate, and fear no enmity?
2. So sorrow's heaviness does heavier grow
   For debt that bankrupt sleep doth sorrow owe.
3. And what poor duty cannot do, noble respect
   Takes it in might, not merit.
4. The mind is its own place, and in itself
   Can make a Heaven of Hell, a Hell of Heaven.
   What matter where, if I be still the same,
   And what I should be, all but less than he
   Whom thunder hath made greater.

IX. 1. Give the meaning of: collied night, plain-song cuckoo, a lover's fee, no middle flight, night-foundered skiff, serried shields; and substitute words or phrases for the italicised prepositions: speak *of* all loves,—here come two noble beasts, *in* a man and a lion.

2. What word does Shakespeare use for (*a*) marriage festivities, (*b*) transformed, (*c*) mad, (*d*) consistency; in what sense does Milton use *religious*, *expatiate*; and what is the meaning in the Lay of the Last Minstrel, of a *warden-raid*, a *flemens-firth*?

X. Briefly explain the allusions in:

1. Not you, but Fate has vanquished me;
   Their influence kindly stars may shower
   On Teviot's tide and Branksome's tower,
   For pride is quelled and love is free.
2. The rebel King
   Doubled that sin in Bethel and in Dan.
3. Of those dread maids whose hideous yell
   Maddens the battle's bloody swell.

XI. 1. Write short grammatical notes on:

(*a*) So I err, admiring of her qualities.

(*b*) This is the greatest error of all the rest.

(*c*) A mote will turn the balance, which Pyramus, which Thisbe, is the better.

(*d*) Peace is despaired, for who can think submission.

2. How are *edict*, *persever*, *rheumatic* accented by Shakespeare, and *obdurate*, *triumphs*, *obscene* by Milton?

3. Scan: (*a*) From our debate from our dissension.

(*b*) I had rather give his carcass to my hounds.

(*c*) And with her personage, her tall personage.

THURSDAY, 15TH DECEMBER, 2 TO 5 P.M.

ENGLISH: LANGUAGE.

I. 1. What is *case*? Name, and explain the functions of, the different cases of the noun.

2. Write down the plural forms of: father-in-law, genus, series, alkali, deer, phenomenon.

II. Explain and *illustrate* the difference in the use of (1) *that* and *which* as relatives, and (2) *each* and *every*.

III. 1. What is *tense*? Construct short compound or complex sentences, introducing correctly the forms: I was going, I went, I have gone, I had gone.

2. Write down the past tense and past participle of *saw*, *sow*, *smite*, *seethe*, *spoil*; and the 2nd person, singular, Past Perfect, Subjunctive, Passive Voice of the verb *call*, expressed *negatively*.

IV. Remark in explanation of the italicised portions of the following words, and give another example illustrating each case explained: ki*ne*, chicke*n*, hill*ock*, nee*ds* (adverb).

V. 1. "If the horse falls down, I/he miss the train." (*a*) Supply the future auxiliary for each person. (*b*) How would you recast the *conditional* clause, if it is to express a supposition opposed to the actual fact, implying *first* that 'the horse did not

fall', and *secondly* that 'the horse did fall', and what corresponding changes would have to be made in the *consequent* clause?

2. "The stream was very shallow. Consequently I could not swim in it." Express the thought of these two sentences (*a*) in a simple sentence, employing (i) the expression "too shallow," (ii) the correlatives 'so'—'as,' and also (*b*) in a complex sentence, employing the correlatives 'so'—'that.'

3. Convert the following—addressed by Brutus to Cassius—into *indirect speech*, modernising where necessary:

> That you do love me, I am nothing jealous;
> What you would work me to, I have some aim;
> How I have thought of this and of these times,
> I shall recount hereafter; for this present,
> I would not, so with love I might entreat you,
> Be any further moved.

VI. 1. Tabulate, *with care*, the clauses in the following sentence and describe their character and relations:

"He who hath pleased himself with anticipated praises and expected that he should meet in every place with patronage or friendship, will soon remit his vigour, when he finds that from those who desire to be considered as his admirers nothing can be hoped but cold civility, and that many refuse to own his excellence, lest they should be too justly expected to reward it."

2. (*a*) "The King commanded his minister to see to the execution of the prisoner." Recast this sentence, employing a clause in place of the infinitive phrase.

(*b*) "He promised readily, but he is slow to perform." Recast into (i) a *simple*, (ii) a *complex*, sentence.

VII. 1. Name the figures of speech in the following, giving the reasons for your identification, anc give the meaning of (*b*) in unfigurative language:

(*a*)
> A grateful mind
> By owing owes not, but still pays, at once
> Indebted and discharged.

(*b*) All Arabia breathes from yonder box.

2. Expand into a *fully* expressed simile:

> Envy will Merit, as its shade, pursue,
> But, like a shadow, proves the substance true.

VIII. 1. (*a*) How are (i) *advice—advise*, (ii) *quiet—quite*, distinguished in sound and meaning?

(*b*) How are the words *rebel, august, minute, contrast* affected by the position of the accent?

(*c*) Mark the accents on *development, executor, incapacitated, committee.*

2. Mark the feet and accents in:

(*a*)
> The first of gold which this inscription bears,
> "Who chooseth me shall gain what many men desire."

(*b*)
> Russet lawns and fallows gray
> Where the nibbling flocks do stray.

(c) 'Tis the voice of the sluggard; I heard him complain
You have waked me too soon, I must slumber again.

IX. Point out in what respects the language of the following extract differs from the language ordinarily employed in prose:

All in a moment through the gloom were seen
Ten thousand banners rise into the air,
With orient colours waving; with them rose
A forest huge of spears and thronging helms
Appeared.

X. Write out the following carefully punctuated: Tell me not in mournful numbers life is but an empty dream for the soul is dead that slumbers and things are not what they seem life is real life is earnest and the grave is not its goal dust thou art to dust returnest was not spoken of the soul.

FRIDAY, 16TH DECEMBER, 10 TO 11-30 A.M.

ENGLISH: COMPOSITION.

I. Expand and exemplify *one* of the following proverbs: "Virtue is its own reward." "Never look a gift horse in the mouth."

II. Having lost your luggage while travelling by rail, write (1) a letter to a friend asking him to enquire about it at the station from which you started, and (2) another to the Traffic Manager asking for compensation.

FRIDAY, 16TH DECEMBER, 11-45 A.M. TO 1-15 P.M.

SANSKRIT: TRANSLATION INTO ENGLISH.

(*Fourth Paper in English.*

Translate into English:

यस्तु स्याद्वञ्चनाशीलस्स परैर्वञ्च्यते ध्रुवम्।
चोरस्स्वयं वञ्चकोऽपि बालेनैकेन वञ्चितः॥

कोऽपि बालः कूपोपकण्ठे उपविश्य भृशामरुदत्। तदा कश्चिच्चोरः तं प्रदेशमागत्य रुदन्तं बालमालोक्य, रे, बाल, कुतो रोदिषीत्यपृच्छत्। बालः, अहमत्र क्रीडन् स्थितः; कूपजलदर्शनेच्छया तन्निकटं गत्वा अवनतशिराः तज्जलमवलोकितवान्; तदा मत्कण्ठस्थो मुक्ताहारः कण्ठात् स्खलित्वा

जले पतितः. आभरणं नाशयित्वा गृहं गमिष्यामि यदि, मम मातापितरौ ताडयिष्यतः तस्माद्रोदिमि इत्यवादीत् । चोरस्तं हारं अपहरेयमित्यालोचमानः, रे, बाल, मा भैषीः, कूपेऽवतीर्य तवाभरणमानीय तुभ्यं दास्यामि; अत्रैवोपविश्य मम वस्त्राणि परिपालयेत्यकथयत् । चोरः स्ववस्त्राणि उपरि निधाय कूपे निमज्जति स्म । तदा बालः चोरस्य वस्त्राणि आदाय पलायामास । चोरः हारार्थं कूपे चिरं विचित्य आभरणमलभमान उपर्यागत्याद्राक्षीत् । तत्र बालो नादृश्यत । तदा चोरः, एतावत्पर्यन्तं अहमेकएव वंचकोऽभूवमिति चिन्तितवानस्मि ; अहमप्यनेन बालेन वञ्चित इति विस्मयमानः निर्जगाम । ततः वञ्चनाशिलोऽपि स्वयं ध्रुवं परैः वञ्च्यते ॥

FRIDAY, 16TH DECEMBER, 11-45 A.M. TO 1-15 P.M.

LATIN: TRANSLATION INTO ENGLISH.

(*Fourth Paper in English.*)

Translate into English:

Repulsus a Spartanis, Pyrrhus Argos petit. Ibi, dum Antigonum, Macedoniae regem, in urbe clausum, expugnare conatur, inter primos ordines violentissime dimicans, saxo de muris ictus, occiditur. Caput eius Antigono refertur: qui victoria mitius usus, filium Pyrrhi Helenum in proelio captum, in regnum remisit, eique insepulti patris ossa in patriam referenda tradidit. Satis constat inter omnes auctores nullum, nec eius nec superioris ætatis, regem comparandum Pyrrho fuisse; raroque, non inter reges tantum, verum etiam inter illustres viros, aut vitae sanctioris aliquem, aut iustitiae probatioris visum fuisse. Scientia certe rei militaris in illo tanta fuit ut cum Lysimacho, Demetrio, Antigono, tantis regibus, bella gerens, invictus semper fuerit; Illyriorum quoque, Siculorum, Romanorumque et Carthaginiensium bellis nunquam inferior, plerumque etiam victor extiterit. Patriam certe suam, angustam ignobilemque, fama rerum gestarum et claritate nominis sui, toto orbe illustrem reddidit.

FRIDAY, 16TH DECEMBER, 11-45 A.M. TO 1-15 P.M.

ARABIC: TRANSLATION INTO ENGLISH.

(*Fourth Paper in English.*)

Translate into English:

فلما كانت الليلة التاسعة عشر - قالت بلغني ايها الملك السعيد ان الخليفة امران تكتب هذه القصة في الدواوين ويجعلوها في خزانة الملك ثم انه قال للصبية الاولي هل عندك خبر من العفريتة التي سحرت اخواتك قالت يا اميرالمؤمنين انها اعطتني شيأ من شعرها و قالت متى اردت حضوري فاحرقي من هذا الشعر شعرة فاحضر اليك عاجلا ولو كنتَ خلف جبل قاف فقال الخليفة احضري لي الشعر فاحضرته الصبية فاخذه الخليفة و حرقه فلما ظهرت رائحته اهتز القصر وسمعوا دويًا وقرقعة واذا بالجنية حضرت وكانت مسلمة فقالت السلام عليك يا خليفة الله فقال و عليكم السلام ورحمة الله وبركاته فقالت اعلم ان هذه الصبيّة زرعت معي جميلا ولا اقدر اكافيها عليه وهي انقذتني من الموت وقتلت عدوي ورأيت ما فَعَلَتْ معها اخواتها فما رأيت الا اني انتقم منهم واسحرهم كلابا بعد ان اردت قتلهم فخشيت ان يصعب عليها والآن ان اردت خلاصهم يا اميرالمؤمنين اخلصهم كرامة لك ولها فاني من المسلمين فقال لها خلصيهم و بعد ذلك نشرع في امر الصبية المضروبة و نفحص عن حالها فاذا ظهرلي صدقها اخذت ثارها ممن ظلمها فقالت العفريتة يا اميرالمؤمنين ها انا اخلصهم وادلك على من فعل بهذه الصبية و ظلمها و اخذ مالها وهو اقرب الناس اليك ثم ان العفريتة اخذت طاسة من الماء و عزمت عليها و تكلمت بكلام لا افهم ورشّت وجه الكلبتين و قالت لهم عودوا الى صورتكم الاولى البشرية فعادوا الي صورتهم التي كانوا عليها *

FRIDAY, 16TH DECEMBER, 11-45 A.M. TO 1-15 P.M.

PERSIAN: TRANSLATION INTO ENGLISH.

(*Fourth Paper in English.*)

Translate into English:

1. قریب (۳۰) سي سال قبل ازین سرباز مسلمانے در جنگهاي جنوبي هند بامتیاز دادن خود شروع کرده بود - مردے بود قاصرالتربیه و وضیع الاصل - پدرش در مالیات منصب جزئي داشته وجدش درویشي بود آواره گرد - باوجود چنین نژادے و با اینکه از الف با هم نا بلد بوده همینکه این مرد جسور را بسرکردگي جمعے از سربازان برگماشتند بر همگنان چنان هویدا نمود که گویا براي فتح و فرمانروائي آفریده شده است - در میان جمیع سردارانی که چالش مي نمودند براي اینکه پارهٔ از هندوستان را بقبضهٔ تصرف خود در آورند کسے در صفات سرداري و سیاست با او مقابل نبود - او کشور نیرومند بزرگي از براي خود ترتیب داد - و بران کشور بزیرکي و جبروت و خبرداري حکومت راند - اگرچه در کینه جوئي سنگدل بود مگر اینقدر هوش رسائي داشت که بفهمد که بچه اندازه فلاح رعیت باستواري حکومتها مي افزاید - و اگرچه ظالم بود مگر روي هم رفته اینقدر شایستگي داشت که رعایاي خود را از تمام ظلمها غیر از ظلم خود محفوظ بدارد - الحال او بمنتهاي پیري رسیده بود مگر هنوز هوشش درست و همتش بلند بود چنانچه در عنفوان جواني - شخص موصوف حیدر علي بزرگ باني مملکت اسلامیه میسور بود *

2. نطقے که دیروز داد چنان خوب نبود که در دو هفته قبل ازین داده بود *

3. اگرشما براي دیدن پدر خود رفته بودید ایشان را تشفي هرچه تمامتر دست میداد *.

اگرشما براي دیدن پدر خود بروید ایشان را تشفي هرچه تمامتر دست مي دهد *

FRIDAY, 16TH DECEMBER, 11-45 A.M. TO 1-15 P.M.

URDU: TRANSLATION INTO ENGLISH.

(*Fourth Paper in English.*)

Translate into English:

1. اسوقت سے (۳۰) تیس برس پیشتر ایک مسلمان سپاہي جنوب ہندوستان کي لڑایون مین نام آوري پیدا کر چلا تھا - یہہ ایک کم تربیت غریب پسر تھا - باپ اسکا ایک وقت صیغۂ مال مین کسي چھوٹے عہدہ پر مامور رہاتھا - اور دادا اسکا ایک آوارہ گرد فقیر تھا - اس ہلکے نسب پر اور گویہہ شخص - الف بے تک سے نا آشنا تھا اسنے ایک گروہ سپاہ کي سرکردگی پر مقرر ہوتے ہي ثابت کردکھایا کہ مین فتح و حکومت کے واسطے پیدا ہوا ہون - تمام ان سردارون مین جو ہندوستان کا کوئي حصہ اپنے تصرف مین لانیکے واسطے کوشش کر رہے تھے کوئي شخص صفات سرکردگي اور جہان داري مین اسکے مقابل نہ تھا - اسنے اپنے واسطے ایک عظیم الشان اور باقوت مملکت پیدا کرلي اور اوس مملکت پر لیاقت وجبّاری و بیدار مغزي کے ساتھہ حکمراني کرتارہا - گویہہ شخص کینہ جوئي مین سنگ دل تھا پر اسقدر ہوش رسا رکھتا تھا کہ سمجھے کہ رعیت کي بہبودی حکومتون کي مضبوطي کو کہانتک زیادہ کرتي ہي - اور گووہ خود ظالم تھا پر اتني خوبي اوسمین ضرور تھي کہ اپني رعایا کو سواے اپنے دوسرون کے ظلم سے بچاتا تھا - اگرچہ اب اوسکے انتہاے پیري کا زمانہ تھا پر حواس اوسکے درست اور ہمت اوسکي اوسیقدر بلند تھي جسطرح عین شباب مین - یہي شخص تھا حیدر علي اعظم باني مملکت اسلامیۂ میسور *

2. کل جو اوسنے اسپیچ دي وہ ایسي اچھي نہ تھي جیسي اوسنے دو ہفتہ پیشتر دي تھي *

3. اگر تم اپنے والد کي ملاقات کو گئے ہوتے تو اونکو بہت تشفي حاصل ہوئي ہوتي

اگر تم اپنے والد کي ملاقات کو جاؤ تو اونکو بہت تشفي حاصل ہو *

FRIDAY, 16TH DECEMBER, 11-45 A.M. TO 1-15 P.M.

MARATHI: TRANSLATION INTO ENGLISH.

(*Fourth Paper in English.*)

Translate into English:

1. यास सुमारे तीसवर्षांपूर्वी दक्षिणहिंदुस्थानाच्या युद्धांमध्ये एक महमदीन शिपायी प्रख्यात होवूंलागला. त्याचा विद्याभ्यास उपेक्षित होता. याचा वंश हलक्या योग्यतेचा होता. याचा बाप काळीचा एक लहान कामगार होता. याचा अजा देशोदेशफिरणारा दरवेशी होता. अशा संततीचा असल्यांही अक्षरांचादेखील नेणता असल्यांही एक्या टोलीचा नायक बनला जाताच, सरदारी व जय यासाटीं उपजलेला पुरुष होता अशी खात्री या जोखमी पुरुषानें दिली. इंदियेचा कांहिं भाग मिळविण्याप्रयुक्त वाटाघाट करीतहोत्या सरदारांच्या समुदायापैकि राज्यकारभारी व सेनाधिपति याच्या गुणांत या पुरुषासि तुलना करिण्यास कोणी एक पुरुष योग्य नव्हता. त्यानें एक मोठा व बलकट चक्रवर्ति राष्ट्र आपुल्यास्तव रचिलें. या राष्ट्रावर सामर्थ्यानें, सखतीनें व सावधगिरीनें अंमल चालविला. जरी हा सूड उगवण्यांत दीर्घद्वेषी होता तथापि प्रजेची संपत्ति राज्यास कितिपत बल देती हें जाणण्यास पाहिजेतितके विशाल याचें मन होतें. तो जालीम होता. परंतु कनिष्ठपक्षीं अपाल्याविना इतराचा जुलुमापासून आपल्या प्रजेस संरक्षणकरणेची योग्यता त्याजकडे होती. तो आतां अत्यंत वयोवृद्ध होता तथापि त्याची बुद्धि निर्मल होती. व त्याच्या यौवनदशेंत जशी

होती तशीच त्याची हिंमत अत्ताही होती. मैसूराचा महमदीय राज्यस्थापक मोठा हैदर आलि असा होता.

2. कालचें याचें बोलणें दोने आठवड्यापूर्वी यानें केल्या उपन्यासासारिखें चांगलें नव्हतें.

3. जर तू आपल्या बापास पाहण्यासठीं गेलाअसलास तो त्यास फारच तृप्ति तूं दिली असति. तुझ्या बापास भेटण्यास जाशीलतर तें त्यास फारतृप्ति देयील.

FRIDAY, 16TH DECEMBER, 11-45 A.M. TO 1-15 P.M.

TAMIL: TRANSLATION INTO ENGLISH.

(*Fourth Paper in English.*)

Translate into English:

1. இற்றைக்கு ஏறக்குறைய முப்பது வருஷத்துக்கு முன்னே ஒரு மகம்மதீய போர்ச்சேவகன் தென் இந்தியாவில் நடந்த யுத்தங்களில் தன் பேரா நாட்டத்தொடங்கியிருந்தான். அவன் வித்தியாப்பியாசம் அசட்டை பண்ணப்பட்டிருந்தது. அவன் பிறப்பால் இழிந்தவன். அவன் தந்தை அரசிறையைச் சேர்ந்த ஒரு தாழ்ந்த உத்தியோகஸ்தன். அவன் பாட்டன் தேசாந்தரம் பண்ணும் ஒரு சந்நியாசி. இப்படிப்பட்ட வம்சத்திற் பிறந்தவனாயும் நெடுங்கணக்குக் (அரிவரி) கூடத் தெரியாதவனாயுமிருந்தாலும் துணிகரமுள்ளவனாகிய அவன் ஒரு சிறு சேனைக்குத் தலைவனாக நியமிக்கப்பட்டதும் வெற்றியத்துக்கும் அதிகாரத்துக்கும் பிறந்தவனென்றதைத் (தன் செய்கையால்) விளக்கினான். இந்தியாவில் ஓரொருகூறு தங்களுக்கு வேண்டுமென்று போராடிக்கொண்டிருந்த தலைவர் கூட்டத்துள் யுத்த வீரனுக்கும் அமச்சனுக்குமுரிய தருமங்களில் அவனுக்கு ஒப்பானவர் ஒருவருமில்லை. அவன் ஒரு பலங்கொண்ட பெரிய இராச்சியத்தை ஏற்படுத்திக்கொண்டான். அந்த இராச்சியத்தை அவன் திறமையாயும் குரூரமாயும் ஜாக்கிரதையாயும் ஆண்டான். பழிவாங்குவுதல் இளகா நெஞ்சனாயிருந்தாலும் குடிகளின் விருத்தி இராச்சியத்துக்கு இவ்வளவு பலங் கொடுக்குமென்றதை அறியக்கூடிய புத்திவிசாலமுள்ளவன். அவன்

இடுக்கண்செய்பவன்; ஆனாலும் தன்னால் வருவதைத்தவிர மற்றெல்லா இடுக்கண்களிலிருந்தும் தன் குடிகளைக்காக்கும் யோக்கியதையாவது அவனிடத்திலிருந்தது. இப்பொழுது அவன் தீரத்தள்ளாத கிழவன்; ஆனாலும் அவன் புத்தி தெளிவாயும் யௌவனகாலத்திலிருந்ததுபோலவே அவன் ஊக்கம் மேலிட்டுமிருந்தன. இப்பேர்ப்பட்டவன் மைசூர் மகம்மதிய இராச்சியத்தை ஸ்தாபித்தவனாகிய மகா ஐதர் ஆலியே.

2. அவன் நேற்றுப்பண்ணின பிரசங்கம் இரண்டுவாரத்துக்குமுன் அவன் பண்ணினதைப்போல நல்லதல்ல.

3. நீ உன் தந்தையைப் பார்க்கப் போயிருந்தால் அவருக்கு அது அதிக திருப்தி உண்டாக்கியிருக்கும்.

நீ உன் தந்தையைப் பார்க்கும்படி போக நேரிட்டால் அவருக்கு அது அதிக திருப்தியுண்டாகும்.

FRIDAY, 16TH DECEMBER, 11-45 A.M. TO 1-15 P.M.

TELUGU: TRANSLATION INTO ENGLISH.

(*Fourth Paper in English.*)

Translate into English:

1. ఇప్పటికి రమారమి ముప్పదియేండ్లక్రిందట మహమ్మదీయ భటుఁడొకఁడు దక్షిణ ఇండియా యుద్ధములలో ప్రసిద్ధికెక్కనారంభించియుండెను. వాని విద్య ఉపేక్షింపఁబడియుండెను. వాని వంశము తక్కువది. వానితండ్రి రెవిన్యు చిన్నయుద్యోగస్థుఁడై యుండెను. వానితాత తిరిగెడి సన్యాసి. అయితే ఇట్టి వంశములో పుట్టినవాఁడయ్యును, అక్షరములు సహితము ఎఱుఁగనివాఁడయ్యును, ఆ సాహసికుఁడు కొంచెపాటిసేనకు నాయకుఁడుగా నియమింపఁబడినతోడనే తౌను విజయముకొఱకును సేనాధిపత్యముకొఱకును పుట్టిన పురుషుఁడైనట్లు అగపర్చెను. ఇండియా రాజ్యభాగమునకై పోరుచుండిన మొన గాండ్రగుంపులో రణశూరునియొక్కయు రాజ్యతంత్రజ్ఞునియొక్కయు ధర్మముల విషయమయి అతనితో నొక్కరైనను పోరఁజాలరైరి. అతఁడు గొప్పదియు బలిష్ఠమును అగు నొకరాష్ట్రమును ఏర్పఱుచుకొనెను. ఆ రాష్ట్రమును సామర్థ్యముతోను క్రౌర్యముతోను జాగరూకతతోను ఏలెను పగదీర్చుకొనుటలో శాంతపడనివాఁడయ్యు

ను, ప్రజలయొక్క శ్రేయస్సు ప్రభుత్వముల బలిమికి ఎంత సహాయకారియని తెలియఁదగినంత బుద్ధివిశాలత అతనికి ఉండెను. అతఁడు పీడించువాఁడు. కాని తనదానినుండితప్ప తక్కిన సర్వపీడనుండి తన ప్రజలను కాపాడునట్టి యోగ్యతయైనను అతనికి ఉండెను. అపుడు అతఁడు మిక్కిలి వార్ధక్యదశలో ఉండెను, అయినను అతనిబుద్ధి నిర్మలముగా నుండెను. అతనియుత్సాహము యౌవనపు నిండుదశలోవలె అతిశయమై యుండెను ఇటువంటివాఁడు మైసూరు మహమ్మదీయ రాజ్యస్థాపకుఁడగు మహా హైదర్ ఆలి

2. అతఁడు నిన్నచేసిన ప్రసంగము రెండువారములక్రిందట అతఁడు చేసినదానియంత బాగుగా నుండలేదు.

3. మీతండ్రిని జూడఁబోయియుందువేని, అతనికి మిక్కిలి తృప్తి కలిగియుండును.

మీతండ్రిని నీవు చూడఁబోయెదవేని, అతనికి మిక్కిలి తృప్తి కలుగును.

FRIDAY, 16TH DECEMBER, 11-45 A.M. TO 1-15 P.M.

KANARESE: TRANSLATION INTO ENGLISH.

(*Fourth Paper in English.*)

Translate into English:

1. ఈగ్గే సుమారు మూవత్తు వరుషగళ హిందెబబ్బ మహమ్మదీయ సిపాయియు దక్షిణ హిందుస్థానద యుద్ధగళల్లి ప్రసిద్ధిగె బరతొడగిద్దను ఆతన విద్యాభ్యాసవన్ను అసడ్డెమాడిద్దరు; ఆతను హుట్టిద కులవు అల్పవాగిత్తు. ఆతన తందెయు ఒబ్బ చిక్క రేవిన్ను ఉద్యోగస్తనాగిద్దను; ఆతన తాతను ఆలెయువ సన్యాసియాగిద్దను. ఆదరె హీగె ఉద్భవిసిద్దాగ్యూ, మత్తు అక్షర మాలెయన్ను సహ అరియదవనాదాగ్యూ ఈ సాహసగారను ఒందు దండిన నాయకనాదనూ ఇల్లవూ ఎంబువష్టరొళగె తాను జయక్కూ అధికారక్కూ హుట్టిదవనెందు తోరిసికొండను. హిందుస్థానద పాలిగాగి హోరాడుత్తిద్ద నాయక సముదాయదల్లి సే

ನಾನಿ ಮತ್ತು ರಾಜತಂತ್ರಜ್ಞ ನಿಗಿರತಕ್ಕ ಗುಣಗಳಲ್ಲಿ ಅತನನ್ನು ಹೋಲುವವರ್ಯಾರೂ ಇರಲಿಲ್ಲ. ಆತನು ಒಂದು ದೊಡ್ಡ ಪ್ರಭಲವಾದ ರಾಜ್ಯವನ್ನು ಕಟ್ಟಿಕೊಂಡನು. ಆ ರಾಜ್ಯವನ್ನು ಸಾಮರ್ಥ್ಯದಿಂದಲೂ, ಕ್ರೌರ್ಯದಿಂದಲೂ, ಜಾಗರೂಕತೆಯಿಂದಲೂ ಆಳಿದನು. ಆತನು ಹೆಗೆ ತೀರಿಸಿಕೊಳ್ಳುವದರಲ್ಲಿ ಶಾಂತಿಹೊಂದದವನಾಗಿದ್ದರೂ ಪ್ರಜೆಗಳ ಶ್ರೇಯಸ್ಸು ರಾಜ್ಯಗಳ ಪ್ರಾಭಲ್ಯಕ್ಕೆ ಎಷ್ಟು ಸಹಾಯಕವಾಗಿದೆಂದು ಅರಿತು ಕೊಳ್ಳುವಷ್ಟು ವಿಶಾಲಮತಿಯು ಅವನಿಗಿತ್ತು. ಅವನು ಹಿಂಸಕನಾಗಿದ್ದನು. ಆದರೆ ತನ್ನ ಬಾಧೆ ಹೊರತು ಇತರರ ಬಾಧೆ ಯಾವದೂ ತನ್ನ ಪ್ರಜೆಗಳಿಗೆ ಇಲ್ಲದಂತೆ ರಕ್ಷಣೆಮಾಡುವ ಯೋಗ್ಯತೆಯಂತು ಆತನಲ್ಲಿತ್ತು. ಈಗ ಅವನಿಗೆ ಅತ್ಯಂತ ವೃದ್ಧಾಪ್ಯ; ಆದರೂ ಆತನ ಬುದ್ಧಿಯು ಶುದ್ಧವಾಗಿಯೂ, ಆತನ ಉತ್ಸಾಹವು ಯೌವನದ ಆರಂಭದಲ್ಲಿ ಎಷ್ಟೋ ಅಷ್ಟೆ ಹೆಚ್ಚಾಗಿಯೂ ಇತ್ತು. ಮೈಸೂರಿನ ಮಹಮ್ಮದಿರಾಷ್ಟ್ರದ ಸ್ಥಾಪಕನಾದ ಮಹಾ ಹೈದರನು ಇಂಥಾ ಮನುಷ್ಯನಾಗಿದ್ದನು.

2. ನಿನ್ನೆ ಅವನು ಮಾಡಿದ ಭಾಷಣವು ಎರಡು ವಾರಗಳ ಹಿಂದೆ ಅವನು ಮಾಡಿದ್ದರಷ್ಟು ಒಳ್ಳೆದಾಗಿರಲಿಲ್ಲ.

3. ನೀನು ನಿನ್ನ ತಂದೆಯನ್ನು ನೋಡಲಿಕ್ಕೆ ಹೋಗಿದ್ದರೆ ಅವನಿಗೆ ಅದರಿಂದ ಬಹಳ ಸಂತುಷ್ಟಿಯಾಗುತಿತ್ತು.

4. ನೀನು ನಿನ್ನ ತಂದೆಯನ್ನು ನೋಡಲಿಕ್ಕೆ ಹೋಗುವದಾದರೆ ಅವನಿಗೆ ಅದರಿಂದ ಬಹಳ ಸಂತುಷ್ಟಿಯಾಗುವುದು.

FRIDAY, 16TH DECEMBER, 11-45 A.M. TO 1-15 P.M.

MALAYALAM: TRANSLATION INTO ENGLISH.

(*Fourth Paper in English.*)

Translate into English:

1. ഒരം കാലത്തിന്ന് ഏകദേശം മുപ്പതുകൊല്ലം മുമ്പ ദക്ഷിണ ഇണ്ട്യായിലെ യുദ്ധങ്ങളിൽ ഒരു മഹന്മതിയ പടയാളി പ്രസിദ്ധപ്പെട്ടു തുടങ്ങി. അവൻെറ വിദ്യാഭ്യാസം ഉപേക്ഷിക്കപ്പെട്ടിരുന്നു. അവൻെറ കുലം ഹിനമായിരുന്നു. അവൻെറ അഛൻ മുതലെട്ടപ്പിൽ ഒരു ചില്ലറ ഉദ്യോഗസ്ഥനായിരുന്നു. അവൻെറ മുത്തഛൻ ഒരു ഉഴന്നു നടന്നിരുന്ന വൈരാഗിയായിരുന്നു. ഇങ്ങിനെ

ഒരു വംശജനും അക്ഷരാഭ്യാസം അല്പം കൂടി ഇല്ലാത്തവനുമായിരുന്നു എങ്കിലും ആ സാഹസികൻ പടയാളികളുടെ ഒരു ശേഖരത്തിന്ന തലവനായി വെക്കപ്പെട്ടു ഉടനെ താൻ ജയപ്രാപ്തിക്കും മനുഷ്യഭരണത്തിന്നും ആയിജനിച്ചവനാണെന്നബൊദ്ധ്യപ്പെടുത്തി. ഇന്ത്യായുടെ ഒരു അംശത്തിന്ന പൊരുതിയിരുന്ന അനേകം വീരന്മാരുടെ കൂട്ടത്തിൽ പടനായകന്റെയും രാജ്യതന്ത്രിയുടെയും ഗുണങ്ങളിൽ ഇയ്യാൾക്ക സാമ്യനായി ആരും ഉണ്ടായിരുന്നില്ലാ. അവൻ ഒരു വലിയ പ്രബലമുള്ള മഹാരാജ്യം സൃഷ്ടിച്ചു കൊള്ളുകയും ചെയ്തു. ആ മഹാരാജ്യത്തെ പ്രാപ്തിയോടും ശ്രദ്ധതയോടും ജാഗ്രതയോടും ഭരിച്ചവനു. പ്രതി ക്രിയയിൽ അശമനീയനായിരുന്നുവെങ്കിലും പ്രജകളുടെ ശ്രേയസ്സരാജ്യത്തിലെ സൈഷ്ഠ്യത്തെ എത്ര അധികം വർദ്ധിപ്പിക്കുമെന്ന അറിവാൻ തക്കവണ്ണം മനസ്സിന്ന വിശാലതഉണ്ടായിരുന്നു. അയാൾ ഒരു കഠിന ഉപദ്രവി ആയിരുന്നു. എന്നാൽ അയാൾക്ക പ്രജകളെ തന്നിൽ നിന്നല്ലാതെയുള്ള ഉപദ്രവങ്ങളിൽ നിന്ന ഒക്കയും രക്ഷിക്കുന്ന യോഗ്യതയെങ്കിലുമുണ്ടായിരുന്നു. അയാൾ ഇക്കാലത്ത വളരെ വയോധികനായി. എന്നാൽ മദ്ധ്യമായസ്സിന്റെ ആരംഭകാലത്തെപ്പോലെ തന്നെ ബുദ്ധിക്കുതെളിവും ഹൃദയത്തിന്ന ഔന്നത്യവും ഉണ്ടായിരുന്നു. മഹമ്മദീയ മൈസൂർ രാജസ്ഥാപകനായ ഹൈദരാലി എന്ന മഹാൻ ഇങ്ങിനെയുള്ളവനായിരുന്നു.

2. അയാൾ ഇന്നലെ ചെയ്ത പ്രസംഗം അയാൾ രണ്ടു ആഴ്ചമുമ്പെചെയ്ത പ്രസംഗത്തോളം നന്നല്ലായിരുന്നു.

3. നിങ്ങൾ നിങ്ങളുടെ അഛനെ കാണ്മാൻ പൊയിരുന്നു എങ്കിൽ അത അദ്ദേഹത്തിന്ന വളരെ തൃപ്തികരമായിരുന്നേനെ.

നിങ്ങൾ നിങ്ങളുടെ അഛനെ കാണ്മാൻ പൊകുന്നതായാൽ അത അദ്ദേഹത്തിന്ന വളരെ തൃപ്തികരമായിരിക്കുന്നതാണ.

FRIDAY, 16TH DECEMBER, 11-45 A.M. TO 1-15 P.M.

URIYA: TRANSLATION INTO ENGLISH.

(*Fourth Paper in English.*)

Translate into English :

1. ଏହି ସମୟର ପ୍ରାୟ ଦୁଇଶବର୍ଷ ପୂର୍ବେ ଜଣେ ମହମ୍ମଦୀୟ ସୈନିକ

ପୁରୁଷ ଦକ୍ଷିଣ ଭାରତବର୍ଷର ଯୁଦ୍ଧମାନଙ୍କରେ ଆପଣାକୁ ଖ୍ୟାତନାମା କରିବାକୁ ଆରମ୍ଭ କରିଥିଲେ । ସେ ବାଲ୍ୟକାଳରେ କିଛିମାତ୍ର ଶିକ୍ଷା ପ୍ରାପ୍ତ ହୋଇ ନ ଥିଲେ ଏବଂ ସେ ସାମାନ୍ୟ ବଂଶୋଦ୍ଭବ ଥିଲେ । ତାହାଙ୍କର ପିତା ରାଜସ୍ୱ ବିଭାଗର କ୍ଷୁଦ୍ର କର୍ମଚାରୀ ଥିଲେ ଏବଂ ତାହାଙ୍କର ପିତାମହ ପରିଭ୍ରମଣକାରୀ ବରବେଶ (ଅବା ଫକୀର) ଥିଲେ । କିନ୍ତୁ ସେହି ପ୍ରତିଦ୍ୱନ୍ଦ୍ୱୀ ପୁରୁଷ ଏମନ୍ତ ସାମାନ୍ୟ କୁଳ ସମ୍ଭୂତ ହେଲେ ମଧ୍ୟ ଏବଂ ତାଙ୍କର ବର୍ଣ୍ଣଜ୍ଞାନ ସୁଦ୍ଧା ନ ଥିଲେ ମଧ୍ୟ ସେ ଏକବଳ ସୈନ୍ୟର ନାୟକ ପଦରେ ଅଧିଷ୍ଠିତ ହେବାର ଅଳ୍ପକାଳ ମଧ୍ୟରେ ସେ ଯେ ରାଜ୍ୟ-ଜୟୀ ଏବଂ ଅଧିନେତୃତ୍ୱ ପାଇଁ ଜନ୍ମଗ୍ରହଣ କରିଅଛନ୍ତି ତାହାର ଯଥେଷ୍ଟ ପ୍ରମାଣ ଦେଲେ । ଭାରତ-ପ୍ରଭୁତ୍ୱର ଭାଗ ପାଇବା ନିମିତ୍ତ ଯେଉଁ ବହୁସଂଖ୍ୟକ ଭୂପାଳଗଣ ସ୍ୱ ବଳକୌଶଳ ପ୍ରୟୋଗ କରୁଥିଲେ ସେମାନଙ୍କ ମଧ୍ୟରୁ କେହି ତାହାଙ୍କ ସହିତ ସେନାଧିପତିର କିମ୍ବା ଶାସନକର୍ତ୍ତାର ଗୁଣମାନଙ୍କରେ ତୁଳନା-ଯୋଗ୍ୟ ନ ଥିଲେ । ସେ ସ୍ୱୟଂ ଗୋଟିଏ ବୃହତ୍ ଏବଂ ବଳ-ଶାଳୀ ସାମ୍ରାଜ୍ୟ ସ୍ଥାପନ କଲେ ଏବଂ ସେହି ସାମ୍ରାଜ୍ୟ ସେ ଦକ୍ଷତା, କଠୋରତା ଓ ସତର୍କତାର ସହିତ ଶାସନ କଲେ । ତାଙ୍କର ପ୍ରତିଦ୍ୱନ୍ଦ୍ୱିତା-ବୃତ୍ତି ଅତିଶୟ ବଳବତୀ ଓ ଦ୍ୱେଷ-ପୂର୍ଣ୍ଣ ହୋଇ ଥିଲେ ମଧ୍ୟ ତାଙ୍କର ଏମନ୍ତ ମାନସିକ ବୁଦ୍ଧିବର୍ତ୍ତିତା ଥିଲା ଯେ ପ୍ରଜାର ସୁଖସମ୍ପଦରେ ରାଜ୍ୟ କେତେ ବଳ ଲାଭ କରେ ତାହା ସେ ଅନାୟାସରେ ଉପଲବ୍ଧି କରି ପାରୁଥିଲେ । ସେ ପ୍ରଜା-ପୀଡ଼କ ଥିଲେ ସତ୍ୟ କିନ୍ତୁ ପ୍ରଜାମାନଙ୍କୁ ଆପ-ଣାର ପୀଡ଼ନ ଛଡ଼ା ଅନ୍ୟ ପୀଡ଼ନରୁ ରକ୍ଷା କରିବା ଏ ଗୁଣଟି ଅନ୍ତତଃ ତାଙ୍କର ଥିଲା । ସେ ଏବେ ଅତି ବୃଦ୍ଧାବସ୍ଥାରେ ଥିଲେ ମାତ୍ର ତାଙ୍କର ବୁଦ୍ଧିର କିଛି ମାତ୍ର ମଳିନତା ଜନ୍ମି ନ ଥିଲା ଏବଂ ତାଙ୍କର ପ୍ରଥମ ପ୍ରୌ-ଢ଼ାବସ୍ଥାର ମାନସିକ ଉତ୍ସାହ ଓ ତେଜ ଅଦ୍ୟାପି ତାଙ୍କଠାରେ ଅକ୍ଷୁଣ୍ଣଭାବରେ ରହିଥିଲା । ଉପରେ ଯାହାଙ୍କ ବିଷୟ କଥିତ ହେଲା ସେ ହୟଦରଆଲି— ଯେଉଁ ମହାପୁରୁଷ ମହୀଶୂରରେ ମୁସଲମାନ ରାଜ୍ୟ ସଂସ୍ଥାପନ କରି ଥିଲେ ।

2. କାଲି ସେ ଯେଉଁ ବକ୍ତୃତା କଲେ ତାହା ସେ ବୁଲ ସପ୍ତାହ ପୂର୍ବେ କରିଥିବା ବକ୍ତୃତା ପରି ଭଲ ହୋଇ ନାହିଁ ।

3. ତୁମ୍ଭେ ତୁମ୍ଭ ପିତାଙ୍କୁ ଦେଖିବାକୁ ଯାଇ ଥିଲେ ସେ

ଅଭ୍ୟନ୍ତ ସନ୍ତୁଷ୍ଟ ହୋଇ ଥାନ୍ତେ । ତୁମ୍ଭେ ତୁମ୍ଭ ପିତାଙ୍କୁ ଦେଖିବାକୁ ଗଲେ ସେ ଅତ୍ୟନ୍ତ ସନ୍ତୁଷ୍ଟ ହୁଅନ୍ତେ ।

FRIDAY, 16TH DECEMBER, 11-45 A.M. TO 1-15 P.M.

FRENCH: TRANSLATION INTO ENGLISH.

(*Fourth Paper in English.*)

Translate into English :

1. Environ trente ans avant cette époque, un soldat Mahométan avait commencé à se distinguer dans les guerres de l'Inde Méridionale. Son éducation avait été négligée; il était de basse extraction : son père avait été un employé subalterne de l'enregistrement, et son grand-père un derviche ambulant. Mais malgré une telle naissance, et quoiqu'il ignorât même l'alphabet, l'aventurier n'eut pas été plus tôt placé à la tête d'un corps de troupes, qu'il se montra né pour conquérir et commander. Parmi la foule des chefs qui luttaient pour s'emparer d'une portion de l'Inde, personne ne pouvait lui être comparé pour ce qui regarde les qualités de capitaine et d'homme d'Etat. Il forma lui-même un empire grand et fort, et le gouverna avec habileté, sévérité et vigilance. Implacable dans ses vengeances, il avait l'esprit assez large pour comprendre combien la prospérité des sujets ajoute à la force des gouvernements. Il était oppresseur, mais il avait au moins le mérite de protéger son peuple contre toute espèce d'oppression excepté la sienne. Il était alors parvenu à une extrême vieillesse; cependant son intelligence était lucide et son esprit aussi élevé que s'il eût été dans la force de l'âge. Tel fut le grand Hyder Ali, le fondateur du royaume Mahométan de Mysore.

2. Le discours qu'il prononça hier, n'était pas aussi bon que celui qu'il prononça il y a quinze jours.

3. Si vous aviez été voir votre père, cela lui aurait fait grand plaisir.

Si vous alliez voir votre père, cela lui ferait grand plaisir.

FRIDAY, 16TH DECEMBER, 2 TO 5 P.M.

SANSKRIT: TEXT-BOOKS AND GRAMMAR.

I. 1. Write a brief account of Raghu's दिग्विजय.

2. तीव्रवेगधुतमार्गवृक्षया
प्रेतचीवरवसा स्वनोग्रया ।

अभ्यभावि भवताग्रजस्तया
वात्ययेव पितृकाननोत्थया ॥

Point out the appropriateness of the comparison in the above.

3. प्रससादोयादम्भः कुम्भयोनेर्महौजसः ।
रघोरभिभवशङ्कि चुक्षुभे द्विषतां मनः ॥

Explain *fully* the connection between the two halves of this verse.

4. (*a*) वानरसेना तरतु नाम कथमुपयातु ।
(*b*) ते च प्रापुरुदन्वन्तं बुबुधे चादिपूरुषः ।
(*c*) बभूव कृतसंस्कारा चारितार्थेव भारती ।
(*d*) उपेयुषः स्वामपि मूर्तिमग्र्याम् ।

Give the force of the underlined words.

5. कश्चिद्यथाभागमवस्थितेऽपि
स्वसन्निवेशाद्व्यतिलङ्घिनीव ।
वज्रांशुगर्भाङ्गुलिरन्ध्रमेकं
व्यापारयामास करं किरीटे ॥

What idea was intended to be conveyed to Indumati by the act, and how was it interpreted by her ?

6. (*a*) शक्तेस्त्रिसाधनानि (*b*) षड्विधंबलं. Enumerate.

7. अङ्केशसंभूतगतागताभ्यां
वितीर्णविस्तीर्णमहार्णवोऽपि ।
आनन्दसिन्धौ पृतनासमक्षं
अक्षस्य हन्ता नितरां ममज्ज ॥

Explain the beauty in the meaning of the passage above.

8. कुशरूपकुशेशयाप्तनास्त्रं
विजहौ वासविवायसे स वीरः । What is the metre ?

II. 1 Explain the allusions in the following :

(a) कैलासशैलचलनागसि शापदायी ॥

(b) अतोऽयमश्वः कपिलानुकारिणा
पितुस्त्वदीयस्य मयापहारितः ।
अलं प्रयत्नेन तवात्र मा निधाः
पदं पदव्यां सगरस्य सन्ततेः ॥

(c) आरोप्य चक्रभ्रममुष्णतेजाः ।
त्वष्ट्रेव यत्नोल्लिखितो विभाति ॥

2. What is the context of the following :

(a) पदं हि सर्वत्र गुणैर्निधीयते ।

(b) आदानं हि विसर्गाय सतां वारिमुचामिव ॥

III. Paraphrase :

1. असौ जनकनन्दिनीं तत इतो विचिन्वन्क्षणा-
दशोकवनिकामगादपगतान्यमार्गभ्रमः ।
परामभिलषन्गतिं शमघनो यथा निर्ममैः
त्रयीमखिलकिल्बिषप्रशमनैकदिव्यौषधीम् ॥

2. अथ पथि गमयित्वा क्लृप्तरम्योपाकार्य्ये ॥
कतिचिदवनिपालः शर्व्वरीः शर्व्वकल्पः ।
पुरमविशदयोध्यां मैथिलीदर्शिनीनां
कुवलयितगवाक्षां लोचनैरङ्गनानाम् ॥

IV. Explain the following :

1. वानररचितोपज्ञं निजनिलयविलयम् ॥

2. आपाटलाधरपुटान्तविराजमान-
दंष्ट्रामहःप्रसरशारशरीरकान्तिम् ।
सन्ध्याम्बुदान्तरितमध्यसुधामयूख-
रेखाभिराममिव वासवनीलशैलम् ॥

3. रक्षःशूराख्यशारां क्षितितलफलके क्षेपणीयां हनूमान्।
अक्षक्रीडां विधातुं दशमुखनगरीचत्वरे तत्वरेऽसौ ॥

4. सोऽभवद्वरवधूसमागमः प्रत्ययप्रकृतियोगसन्निभः ।

5. आपादपद्मप्रणताः कलमा इव ते रघुम् ।
फलैः संवर्धयामासुरुत्खातप्रतिरोपिताः ॥

6. येन श्रियः संश्रयदोषरूढं
स्वभावलोलेत्ययशः प्रमृष्टम् ।

V. 1. अयं लङ्कोद्याने दशवदनलीलामतनुत । Complete the verse or give its substance.

2. Write from the text (a) 6 synonyms for समूह, पत्नी and रात्रि; (b) 6 words conveying a double interpretation; (c) 4 circumlocutions referring to सुनन्दा, the maid servant of Indumati.

3. Give a Sanskrit word for each of the following: (a) volume of smoke; (b) collection of men; (c) hospitable; (d) elephant-driver; (e) born of great family

4. Give the meaning of the following words:

(a) अनुयोगः, (b) उपघ्नः, (c) उल्बण, (d) चर्चा, (e) त्रिकम्, (f) निसर्गः, (g) भङ्गी and (h) सरणिः.

VI. 1. Decline धनपति, असु and अप् (water) in the genitive case.

2. To what class of compounds do द्वित्र and पञ्चबाणी belong?

3. Give the विग्रहवाक्य of the following :

(a) कल्पान्तानलकल्पः (b) पञ्चाननः (c) दारान्वेषणम् (d) कलुषीकृताक्षः (e) अन्धतमसम् (f) इक्षुच्छायनिषादिन्यः (g) पुंसवनम् (h) मगधप्रतिष्ठः (i) राजान्तरम् (j) सौस्नातिकः.

4. Give the construction of the underlined words :

(a) मध्येवारिनिधि; (b) सपक्ष इतिमांभज; (c) क्षणदाञ्चराणां मिषतामेव निष्पादितरङ्गनिष्पेणकृत्यः

5. What *form* is each of the following :

(a) लघयिष्यता (b) व्याजिज्ञपत् (c) अधिगतवान् (d) प्रतिष्ठासुः.

6. Give (a) (in the 3rd person singular) the perfect (लिट्) of स्था with वि, त्रस् and उज्झ् and the aorist (लुङ्) of रुध् and मन् (4th conj.)

(b) the perfect part. of वच्, the present part. of गृ with उत् (passive), and इ to go with प्राति (causal), and the past part. of गृह् and दा.

SATURDAY, 17TH DECEMBER, 10 A.M. TO 1 P.M.

SANSKRIT : TRANSLATION.

I. Translate into English :

1. श्रुतस्य यायादयमन्तमर्भकः तथा परेषां युधि चेति पार्थिवः। अवेक्ष्य धातोर्गमनार्थमर्थवित् चकार नाम्ना रघुमात्मसम्भवम् ॥ २ ॥

अमंस्त चानेन परार्ध्यजन्मना स्थितेरभेत्ता स्थिति-

मन्तमन्वयम् ।. स्वमूर्तिभेदेन गुणाग्र्यवर्त्तिना पतिः
प्रजानामिव सर्गमात्मनः ॥ २ ॥

2. त्याजितैः फलमुत्खातैः भग्नैश्च बहुधा नृपैः ।
तस्यासीदुल्बणो मार्गः पादपैरिव दन्तिनः ॥ ३ ॥

3. किमत्र चित्रं यदि कामसूर्भूः वृत्ते स्थितस्याधिपतेः
प्रजानाम् । अचिन्तनीयस्तु तव प्रभावः मनाषितं
द्यौरपि येन दुग्धा ॥ ४ ॥
रूपं तदोजस्वि तदेव वीर्य्यं तदेव नैसर्गिकमुन्नत
त्वम् । न कारणात्खाद्विभिदे कुमारः प्रवर्तितो दीप
इव प्रदीपात् ॥ ५ ॥

4. कामं नृपास्सन्तु सहस्रशोऽन्ये राजन्वतीमाहुरनेन
भूमिम् । नक्षत्रताराग्रहसंकुलापि ज्योतिष्मती चन्द्र-
मसैव रात्रिः ॥ ६ ॥

5. अजस्य गृह्णतो जन्म निरीहस्य हतद्विषः ।
स्वपतो जागरूकस्य याथार्थ्यं वेद कस्तव ॥
शब्दादीन् विषयान् भोक्तुं चरितुं दुश्चरं तपः ।
पर्याप्तोऽसि प्रजाः पातुं औदासीन्येन वर्त्तितुम् ॥ ८ ॥

6. यच्चकार विवरं शिलाघने ताडकोरसि स रामसायकः ।
अप्राविष्टविषयस्य रक्षसां द्वारतामगमदन्तकस्य तत् ॥
बाणभिन्नहृदया निपेतुषीं ता स्वकाननभुवं न केवलाम् ।
विष्टपत्रयपराजयस्थिरां रावणश्रियमपि व्यकम्पयत् ॥

7. सोऽयं हनूमान् ददर्श दशकन्धरम्.
संग्रामकेलिपरिघट्टनभग्नमग्न-
दिग्दन्तिदन्तकृतमुद्रभुजान्तरालम् ।
छायात्मना प्रतितरङ्गविराजमान-
शीतांशुमण्डलसनाथमिवाम्बुराशिम् ॥ ११ ॥
निश्रेयसः प्रणयिनीं पदवीं निरोद्धुम्
त्रैलोक्यपापपरिपाकमिवात्तरूपम् ।
सूर्य्येन्दुपावकमहांसि तपोबलेन
जित्वा यथेष्टमभिषिक्तमिवान्धकारम् ॥ १२ ॥

8. बाहुचन्दननिषङ्गकोटरान्निर्गतो रघुपतेः शरोरगः ।
प्राणवायुमविनीत तावकं कालयापनमपस्य पास्यति॥

किं बहुना—

मायामृगे समरनाटकसूत्रधारे
शाखामृगे च भवतः प्रतिकूलवाले ।
दृष्टोद्यमस्य रघुनायकसायकस्य
मुक्त्वा प्रणामकवचं कवचं किमन्यत् ॥ १४ ॥

9. जाड्यं धियो हरति सिञ्चति वाचि सत्यम्
मानोन्नतिं दिशति पापमपाकरोति ।
चेतः प्रसादयति दिक्षु तनोति कीर्तिम्
सत्संगतिः कथय किं न करोति पुंसाम् ॥ १५ ॥

10. त्यजन्त्यसून् शर्म च मानिनो वरम् ।
त्यजन्ति न त्वेकमयाचितव्रतम् ॥ १६ ॥

11. वने रणे शत्रुजलाग्निमध्ये
महार्णवे पर्वतमस्तके वा ।
सुप्तं प्रमत्तं विषमस्थितं वा
रक्षन्ति पुण्यानि पुराकृतानि ॥ १७ ॥

II. Translate into Sanskrit:

Jove and ye other gods, grant that this my son also may become, even as I am, distinguished amongst the Trojans, so powerful in might, and brave to rule over Ilium. And may some one hereafter say, returning from the fight, concerning him "He indeed is much braver than his sire." And let him bear away the bloody spoils, having slain the foe, and let his mother, that gave birth to a warrior, rejoice in her soul.

Thus having said, he placed the boy in the hands of his spouse, and she, smiling tearfully, received him in her arms Her husband regarding her, pitied her, and soothed her with his hand and said:

"Beloved, be not at all too sad in thy heart on my account. No man shall send me prematurely to the other world. But I think there is no man who has escaped fate, neither the coward, nor the brave man, after he has once been born. But do thou go home and take care of thy works and command thy maids to perform their task: but war will be a care to all the men who are born in Ilium and particularly to me."

Thus having spoken, illustrious Hector took up his helmet; and his beloved wife departed home, looking back from time to time and shedding copious tears. Then immediately she reached the very commodious palace of foe slaying Hector and she found many maids within and she excited grief in all of them. They, indeed, bewailed in his own palace Hector though still alive, for they thought he would never return back from battle.

FRIDAY, 16TH DECEMBER, 2 TO 5 P.M.

LATIN: TEXT-BOOKS AND GRAMMAR.

I. The following words are used in your text-books with different significations, (1) improbus, (2) moliri, (3) agere. How would you translate (1) improbus, when used with (*a*) anser, (*b*) labor, (*c*) cornix (*plena pluviam vocat improba voce*)? (2) moliri, when used with (*a*) fulmina, (*b*) terram, (*c*) insidias? (3) agere, when used in the following expressions? (*a*) agere cum populo, (*b*) acta agimus, (*c*) agamus pingui Minerva, (*d*) aut caput agitur aut fama.

II. 1. Derive the following words and show how they have

acquired their respective meanings:—fanaticus, manipulus, lictor seditio.

2. Explain briefly the difference between abrogare, erogare; careo, egeo; nihil non, non nihil; fas, ius; gratiam habere, gratiam referre.

III. 1. Give the ordinal, distributive, and adverbial forms of "ducenti quadraginta septem."

2. The following are nouns, adjectives, or verbs used in your text-books—cotis, finge, pugilem, seres, lintres, torrete, putres, differre, anfractibus, pandi, sospiti, miscetti. Write down (*a*) the nominative and the ablative singular of the nouns and adjectives, (*b*) the perfect infinitive, Active and Passive, of the verbs.

IV. Frame short sentences, giving the English in each case, to illustrate

1. The use of the Gerundive in Latin, when the verb is (*a*) transitive, (*b*) intransitive.

2. The construction of *amplius* with numerals, of "ut" and "ne" with verbs of "fearing."

V. Scan the following lines:

Tribulaque traheaeque et iniquo pondere rastri,
Virgea praeterea Celei vilisque supellex.

VI. Re-write the following extracts:

1. (in the form of Oratio Obliqua) "Parentibus," inquit, "meis, dictator, quibus te modo nomine, quod fando possum, aequavi, vitam tantum debeo, tibi quum meam salutem, tum omnium horum."

2. (as in ordinary prose construction)
Effutire leves indigna Tragœdia versus.....

3. (changing the voice of the verbs)
(*a*) Hoc statu rerum in Hispania P. Scipio in provinciam venit.
(*b*) qui minime alterius indigeant.

4. (substituting a clause for the supine) "Spectatum huc," inquit Minucius, "sociorum cædes et incendia venimus?"

VII. Render into Latin:

1. Who is there that does not cherish the memory of a dear friend, even when dead?

2. There can be no doubt, Laelius, but that all of us have the same feelings with regard to friendship.

3. Hannibal never approached the Roman camp without exciting in Minucius the desire to give battle.

VIII. Write explanatory notes on the following italicised epithets: (1) *Frigida* Saturni stella. (2) Scriptor *cyclicus*. (3) *Exiguos* elegos (4) Incomptis allinet atrum *traverso* calamo signum. (5) *præposteris* enim utimur consiliis.

IX. Translate into English and account for the case or mood of the italicised words:

1. Cuncta *tibi* Cererem pubes agrestis adoret.

2. Ut cum *carceribus* sese effudere quadrigæ,
Addunt in spatia, ...

3. Si curet quis opem ferre et demittere funem,
Qui scis an prudens huc se *proiecerit* atque
Servari nolit?

4. Quis tam esset ferreus qui eam vitam ferre *posset, cui*que non auferret fructum voluptatum omnium solitudo?

5. In obsequio autem comitas adsit, assentatio vitiorum adiutrix procul amoveatur, quae non modo amico sed ne libero quidem digna est: aliter enim cum tyranno, aliter cum amico vivitur.

X. 1. The following are the different parts of a Roman plough—buris, temo, aures, dentalia, vomer, stiva. Either simply explain the names *or* draw a sketch of the plough and mark the different parts.

2. What does Horace say in the Ars Poetica (quote where you can) about (*a*) the education of the young Romans of his day, (*b*) the style of Homer?

Or

Simply mention, from Cicero's De Amicitia (*a*) the causes which break up friendships, (*b*) the qualities requisite for friendship.

SATURDAY, 17TH DECEMBER, 10 A.M. TO 1 P.M.

LATIN: TRANSLATION.

I. Translate into English:

1. Quid dicam, iacto qui semine cominus arva
Insequitur, cumulosque ruit male pinguis arenæ;
Deinde satis fluvium inducit rivosque sequentes,
Et, cum exustus ager morientibus æstuat herbis,
Ecce supercilio clivosi tramitis undam
Elicit? illa cadens raucum per lævia murmur
Saxa ciet, scatebrisque arentia temperat arva.

2. Sæpe ego, cum flavis messorem induceret arvis
Agricola, et fragili iam stringeret hordea culmo,
Omnia ventorum concurrere prœlia vidi,
Quæ gravidam late segetem ab radicibus imis
Sublime expulsam eruerent: ita turbine nigro
Ferret hiems culmumque levem stipulasque volantes.
Sæpe etiam immensum cœlo venit agmen aquarum,
Et fœdam glomerant tempestatem imbribus atris
Collectæ ex alto nubes.

3. Multa senem circumveniunt incommoda; vel quod
Quærit, et inventis miser abstinet, ac timet uti:
Vel quod res omnes timide gelideque ministrat,
Dilator, spe longus, iners, avidusque futuri,
Difficilis, querulus, laudator temporis acti
Se puero, censor castigatorque minorum.
Multa ferunt anni venientes commoda secum,
Multa recedentes adimunt.

4. Sic animis natum inventumque poëma iuvandis,
Si paulum a summo decessit, vergit ad imum.
Ludere qui nescit, campestribus abstinet armis,
Indoctusque pilæ discive trochive quiescit,
Ne spissæ risum tollant impune coronæ:
Qui nescit, versus tamen audet fingere: Quidni?
Liber et ingenuus, præsertim census equestrem
Summam nummorum, vitioque remotus ab omni.
Tu nihil invita dices faciesve Minerva.

5. Ut enim benefici liberalesque sumus, non ut exigamus gratiam, (neque enim beneficium feneramur, sed natura propensi ad liberalitatem sumus) sic amicitiam non spe mercedis adducti, sed quod omnis eius fructus in ipso amore inest, expetendam putamus. At ii, qui pecudum ritu ad voluptatem omnia referunt, longe dissentiunt: nec mirum. Nihil enim altum, nihil magnificum ac divinum suscipere possunt, qui suas omnes cogitationes abiecerunt in rem tam humilem tamque contemptam.

6. Ita pulcherrima illa et maxime naturali carent amicitia, per se et propter se expetenda, nec ipsi sibi exemplo sunt, haec vis amicitiæ qualis et quanta sit. Ipse enim se quisque diligit, non ut aliquam a se ipse mercedem exigat caritatis suæ, sed quod per se ipsi quisque carus est. Quod nisi idem in amicitiam transferetur, verus amicus nunquam reperietur. Est enim is quidem tanquam alter idem.

7. Pars magna, ubi locus fugæ deest, per prima vada paludis in aquam progressi, quoad capitibus humerisque exstare possunt, sese immergunt. Fuere quos inconsultus pavor nando etiam capessere fugam impulerit, quæ ubi immensa ac sine spe erat, aut deficientibus animis hauriebantur gurgitibus, aut nequicquam fessi vada retro ægerrime repetebant, atque ibi ab ingressis aquam hostium equitibus passim trucidabantur.

8. Consules deinde Fabianis artibus, cum debellare possent, bellum traxisse. Id fœdus inter omnes nobiles dictum: nec finem ante belli habituros quam consulem vere plebeium, id est hominem novum, fecissent. Nam plebeios nobiles iam eisdem initiatos esse sacris, et contemnere plebem, ex quo contemni desierint a patribus, cœpisse.

(Not from Text-books.)

9. Quae res Romanis auxit animos, Macedonibus regique eorum haud mediocrem attulit terrorem. Et primo supprimere in occulto famam eius rei est conatus, missis, qui Pantauchum inde venientem appropinquare castris vetarent. Sed iam et pueri quidam visi ab suis erant inter obsides Illyrios ducti, et quo quæque accuratius celantur, eo facilius loquacitate regiorum ministrorum emanant.

II. Translate into Latin:

All these cities see and feel as you do, that there is one man, on whom all depends. They know that by his very presence and his name the onslaughts of the foe have been repressed. These peoples, since they may not freely speak, silently ask you to deem

them fit to have their safety trusted to such a man. They heard before, and now they see by his presence, that he is so forbearing, so gentle and so humane, that they are the happiest, with whom he stays the longest.

FRIDAY, 16TH DECEMBER, 2 TO 5 P.M.

ARABIC: TEXT-BOOKS AND GRAMMAR.

I. 1. Explain fully either in English or in Hindustani :

(a) رفقاً فقلبي بين آسرى طرفك الـــــ
فتاك اضحى في اشد وثاق
فخذ الفدا مني جعلت لك الفدا
اولا فمنّ على بالاعتاق
واذا بخلت بذا وذاك و لم يكن
لك مارب آفديك في استرقاقي
فاقتل و جارك ان تكون منيتي
يا منيتي القصوى بسيف فراق

(b) غلب الوجد فلا اكتم انما اكتم ما ينكتم
تعب العاذل لي في حبها قضي الامر وجف القلم
قال الشيخ عمر بن الوردي رة

(c) قد قلت لما مربي مقرطق يحكي القمر
هذا ابو لولوة منه خذ وا ثار عمر

(d) لوائمي قطعت اكبادهن متى
راينر في كمال الحسن و التيه
فيا صواحب اكباد مقطعة
فذ لكن الذي لمتنني فيه

2. Explain the allusions in the 2nd, 6th, 8th, and 10th couplets.

3. Write a grammatical note on each of the following words in the above quotations :

لمتنني - ذلكن - اكتم ماينكتم - انما - منّ - اضحى *

II. 1. Write out the following in Arabic prose :

تزوّج الشيخ ابي شيخة
ليس لها عقل ولا ذهن
لو برزت صورتها في الدجا
ما جسرت تبصرها الجن

كانها في فرشها رمّة
و شعرها من حولها قطن

و قائل قد قال ما سّنها
فقلت ما في فمها سن

2. Explain the following :

لا بقومي شرفت بل شرفوا بي
و بجدّي علوت لا بجدودي
و بهم فخر من نطق الضاد و عوذ الجاني و غوث الطريد
ان اكن معجبًا فعجب عجيب
لم يجد فوق نفسه من مزيد
انا ترب الندى ورب القوافي
و سمام العدى و غيظ الحسود

انا في امة تداركها اللـــــــــه غريب كصالح في ثمود

3. Explain the allusion in the last couplet.

III. 1. Give the meanings of the words underlined in the following verses :

كفر ندي فرند سيغي الجواز
نزهة العين عدة للبراز

تحسب الماء خطّ في لهب النا
ر ادق الخطوط في الاحراز

كلما رُمتَ لونه منع الـمـــنا ظر موج كانه منك بازي
و دقيق قدى البهاء انيق
متوال في مستو جزباز
وَرد الماء فالجوانب قدراً
شربت والتي تليها جوازي
حملته حمائل الدهر حتى
هي محتاجة الى خراز
فهو لا تلحقُ الدماء غراريـــــه لا عرض منتضيه المخازي

2. Write out the following free of diminutives :

نقيط مْن مسيك في وُريد
خويلك ام وُ شيم في خد يد
وذ ياك اللو يمع في الضحّيا
و جُيهك ام قمير في سعيد
ظبيّ بل صبيّ في قبيّ
مر يهب السطيوة كا لاسيد
معيشيق الحر يكة و المحيّا
مميشيق السويلف و القديد
مغيسيل اللميّ له ثغير
رويقته خمير في شهيد

3. Mention what you know of متنبي and غلام علي آزاد - Who was الشاب الظريف ?

IV. 1. What is meant by اعراب فعل and how and in how many ways does it vary ?

2. Distinguish between نون اعرابي - نون جمع and نون وقايه giving examples.

3. Distinguish between همزهٔ وصل - همزهٔ اصل and همزهٔ قطعی

4. Give the rules for نون ثقیله and نون خفیفه .

V. 1. Name the ابواب ثلاثي مزید فیه and what letter or letters are added to the مجرد in the formation of each.

2. Mention the principal خاصیات of افعال - افتعال and تفاعل .

3. To which of the ابواب ثلاثي مجرد do the following generally belong:

مضاعف - ناقص واوي - اجوف واوي - اجوف یائي - مثال واوي *

VI. 1. Give the rules for the use of numerals from one to twenty with illustrations. Render: The sixth night. The hundredth day. The fifteenth time. They came one by one, two by two, and three by three.

2. How is gender distinguished in Arabic? Mention some of the مونث سماعي . Give a general rule for determining the gender of the names of the different parts of the animal body.

3. Give the اوزان of جمع قله and some of the اوزان of جمع کثره . What is the plural of: سنة - ارض - ام - ماء - ابن - امرأة - محنة - فلکة - اعرابي - راکب - غلام .

VII. 1. Explain the following terms: مضاف - منادی - ندبه - مستثنی منقطع - تنازع فعلین - ترخیم - اعمال with examples.

2. Explain the terms: تشبیه - حمیني - تلمیع - مخلص - استعاره - براعة الاستهلال - رثاء - مجون .

3. Explain and parse: لا فض فوه - لله درمن قال ما احلی قوله .

VIII. Write out the following, substituting Arabic for Persian words (underlined):

* لي شادن اضنى الحشا * * بالسحر من چشمانه *
* اصمى الفواد و صادني * * بالنبل من مژگانه *
* بے شک اني ذائب * * من حسن آهوي الجمى *
* مذ صرت صباً هائما * * من سروقد روانه *
* شوخ يذيب حشاشة * * الدّ لها برقة نازه *
* تاكي اقاسي هجره * * فرياد من بجرانه *
* ديوانه گشتم عند ما * * شاهدت ماه جماله *
* ارخى سلاسل زلفه * * المشكي على اعكانه *

SATURDAY, 17TH DECEMBER, 10 A.M. TO 1 P.M.

ARABIC: TRANSLATION.

I. Translate into Arabic:

1. There was in the fortified coast town of Alexandria, a Wali named Husain-ud-din, and as he was sitting in his seat of office one night, there came to him a trooper who said to him, "Know, O our lord the Wali, that I entered this city in the present night, and took up my lodging in such a khan and slept there until a third of the night had passed: and when I awoke, I found my pair of saddle-bags cut open, and there had been stolen from them a purse containing a thousand pieces of gold. And his words were not ended when the Wali sent, and caused the mukaddams to come before him, and ordered them to bring all who were in the khan and to keep them in prison till the morning. So when the morning came, he gave orders to his attendants to bring in the instruments of punishment. He then sent for the trooper, the owner of the lost money, and the prisoners. He gave the signal for their punishment, but before any blow fell on them a man rushed into the presence of the Wali and said, "O Amir, release all these persons, they are innocent, I am the man who cut open the saddle-bags and took the purse."

2. Moved by the leading citizens, Ali repaired to Othman and said: "The people bid me expostulate with thee. Yet what can I say to thee—son-in-law as thou wast of the Prophet and his bosom friend—that thou already knowest not as well as I? The way lieth plain and wide before thee; but thine eyes are blinded that thou canst not see it. If blood be once shed, it will not cease to flow until the day of judgment. Right will be blotted out, and treason rage like the foaming of the sea? Othman complained, and not without reason, of the unfriendly attitude assumed by Ali

himself. "For my own part," he said, "I have done my best; and as for the men ye speak of, did not Omar himself appoint them."

II. Translate into English:

1. ثم تقدم القرند لي الثاني وقبل الارض وقال يا ستي انا ما ولدت اعور ولي حكاية عجيبة لو كتبت بالابر علي آماق البصر لكانت عبرة لمن اعتبر وهي اني كنت ملك ابن ملك وقرات القران علي سبع روايات وقرات الكتب وعرضتها علي مشائخ العلم وقرات علم النجوم وكلام الشعراء واجتهدت في سائر العلوم حتي فقت اهل زماني وفاق خطي على سائر الكتبة وشاع ذكري في سائر الاقاليم والبلدان وعند سائر الملوك فسمع بي ملك الهند فارسل الي ابي يطلبني وارسل لابي هدايا وتحفا تصلح للملوك فجهزني ابي في ستة مراكب وسرنا في البحر مدة شهر كامل فوصلنا الي البر واخرجنا خيلا كانت معنا في المركب وشدينا عشرة جمال هدايا ومشينا قليلا واذا انا بغبار قد علا وثار حتى سد الاقطار وبعد ساعة من النهار انكشف الغبار وبان من تحته خمسون فارسا ليوث عوابس بحديد لوابس فتاملناهم واذاهم عرب قطاع الطريق *

2. اليك فعيشي في وصالك ابذخ

وعين الحميا في الكؤس تطخطخ
هجرتِ ولما تعلمي اي مهجة
سلوت فان الراي عنك مشندخ
سلوتِ فتيً لم يصحب المطل قوله
كشخصي وشتان النهي والتمشيخ
ملكت زمام المجد طفلا ويافعا
ونلتُ ذري العليا وقد تمخرخ
وقمت لتقريع الرقيب وشرقوا
وصمت لتوبيخ العذول وصرخوا
وصاليت نيران الفراق وغربوا
ودرهمت في حوز المعالي ونوخوا

فدونك يا وطفًا خليلًا مناصحا
اذا اكهلوا شبان معن و شيخوا

3. تطلبتُ من يوفي العهود فلم اجد
وما احد غيري لذالك واجد
فكم مضمر بغضا يريك محبة
و في الزند نار و هو في اللمس بارد

4. الجَد في الجِد والحرمان في الكسل
فانصب تُصب عن قريب غاية الامل
لا تمسين علي ما فات ذا حزن
ولا تظل بما اوتيت في جذل
وان بليتَ بشخص لا خلاق له
فكن كانك لم تسمع ولم يقل
ثم المزاح فدعه ما استطعت ولا
تكن عبوسا و دار الناس عن كمل
وان اردتَ نجاحا او بلوغ مني
فاكتم امورك عن حاف و منتعل

5. قيل جاء سائل الي سعيد بن العاض فسال منه شيئا و كانت الدواة بين يديه و اخذ قرطاسا فكتب الي وكيله ادفع الي هذا الرجل خمسمائة فلم يبين من الدراهم والدنانير - فرجع الوكيل اليه واستفسر منه - فقال اردتُ من الدراهم فالساعة اعطه من الدنانير فاذا سمع السائل جعل يبكي - قالوا ومايبكيك - قال ابكاني ان مثلك يموت مع هذا الكرم *

FRIDAY, 16TH DECEMBER, 2 TO 5 P.M.

PERSIAN: TEXT-BOOKS AND GRAMMAR.

I. 1. Paraphrase:

چه بود گر من و تو چند قدح باده خوریم
باده از خون رزان است نه از خون شما است

آشنائي نه غريب ست که دلسوز من است
چون من از خويش برفتم دل بيگانه بسوخت
تاچه بازي رخ نمايد بيذقي خواهم راند
عرصهٔ شطرنج رندان را مجال شاه نيست
يارب چه سحر کرد صراحي که خون خم
بانغمهاي قلقلش اندر گلو ببست
توخود حيات دگربودي اي زمان وصال
خطا نگر که دل اميد در وفاي تو بست
يا هو يا هورين دن گياني لوگ جپانهه
يا هوتين هوے هي مکت اورکا هونيي نانهه
جونيترين تونين مين جو بچهڑين تو يه مانهه
بريتم بچهڑين جي کهين سو بريت هي جانت نانهه

2. Analyse the first and the last couplet.
3. Scan the second couplet.
4. Parse each word in the first line.

II. Write—

1. The meanings in Persian of the following :

جوهرفرد - نال - نطاق - ابرام - عظم رميم - پاي چوبين - حفظ الغيب - کانون - ترجمان - بيت الشرف - خرقه از سر بدر آوردن - طشت از بام افتادن *

2. The various meanings of جريده - نوا - خط - الله اکبر .

3. The derivation of

تازيانه - بيعانه - دهقان - انجمن - نافه - شطرنج - خدايگان - کماهي *

4. The difference in meaning between ملتمس - ملتَمَس - رَطل - رِطل .

III. 1. Define اسم فاعل ترکيبي - جملهٔ تقييدي and give an example of each from the ديوان حافظ .

2. Put the correct اعراب on the first letter of each of the following words :

زهي - نكات - جسماني - علاوه - كرشمه - سبحه *

IV. 1. Translate into English, and explain the following couplets :

پری نهفته رخ و دیو در کرشمه و ناز
بسوخت دیده زحیرت که این چه بوالعجبي ست
ماه کنعاني من مسند مصر آن تو شد
گاه آنست که پدرود کني زندان را

2. Criticise or justify :

عادلي که شحنهٔ عدالتش شمع را بجرم سوختن پر پروانه از شام تا صبح در آتش نشاند *

قصهٔ شوق ترا گر مختصر خواهم نوشت
بیشتر از بیشتر از بیشتر خواهم نوشت
چوچشم من همه شب جویبار باغ بهشت
خیال نرگس مست تو بیند اندر خواب

V. 1. Rewrite the following in Persian in a simple style :

علاج آشفته حالئ حال بدون دست داد حال گذشته ویا انهدام اساس قدم الفت محال - و بدست آمدن حال از دست رفته برنگ خدنگ از شست جسته نزد ارباب حال و قال کمال محال محال - پس موقوف محال محال *

2. Note any grammatical peculiarity in :

یکبار نام ما بغلط برزبان نراند
مارا شکایت از قلم مشکبار تست

VI. 1. Write in easy Persian the substance of the letter written by فضل الله خان to شاه نظام الدین قدس سره asking the latter to solve his doubts.

2. Write short notes on any two of the following :

سدره - طوبی - هاروت و ماروت - رکنابادی - مصلی *

VII. 1. Give the force of چنین in :

به هیچ دور نخواهند یافت هشیارش
چنین که حافظ ما مست بادهٔ ازل است

2. What are the grammatical names of each underlined و - تا and چه in :

من گدا و تمنای وصل او هیهات
مگر بخواب نه بینم جمال و منظر دوست
سر تسلیم من و خاک در میکده‌ها
مدعی گر نکند فهم سخن گو سر و خشت
دی وعده داد وصلم و در سر شراب داشت
امروز تا چه گوید و بازش چه در سر است
بیار باده که در بارگاه استغنا
چه پاسبان و چه سلطان چه هشیار و چه مست
در شگفتم که درین مدت ایام فراق
بر گرفتی ز حریفان دل و دل می دادت

3. Name and define the صنائع in the following :

گفتم ای سلطان خوبان رحم کن بر این غریب
گفت در دنبال دل ره گم کند مسکین غریب
پیش رفتار تو پا برنگرفت از خجلت
سرو سرکش که بناز قد و قامت برخاست
ز مشرق سر کوی آفتاب طلعت تو
اگر طلوع کند طالعم همایون است

VIII. 1. Form the imperative امر from the following infinitives مصادر and explain the formation in each case.

* هشتن - بخشیدن - کسستن - زیستن - فرستادن - گفتن

2. Complete the following expressions and use each in a short sentence :

(a) باج و - (b) لاف و - (c) رد و - (d) ضبط و - (e) نظم و - (f) مدخل و - (g) جزع و - (h) جنگ و *

SATURDAY, 17TH DECEMBER, 10 A.M. TO 1 P.M.

PERSIAN: TRANSLATION.

I. Translate carefully into English :

1. خمے کہ ابروی شوخ تو در کمان انداخت
بقصد جان من زار ناتوان انداخت
شراب خورده خوي کرده کي شدي بچمن
کہ آب روي تو آتش در ارغوان انداخت
بیک کرشمہ کہ نرگس بخود فروشي کرد
فریب چشم تو صد فتنہ در جهان انداخت
ز شرم آنکہ بروي تو نسبتش کردند
سمن بدست صبا خاک در دهان انداخت
بنفشہ طرۂ مفتول خود گره مي زد
صبا حکایت زلف تو در میان انداخت

2. رونق عهد شباب است دگر بستان را
میرسد مژدۂ گل بلبل خوش الحان را
اي صبا گر بجوانان چمن باز رسي
خدمت ما برسان سرو و گل و ریحان را
نشوي واقف یک نکتہ ز اسرار وجود
گر تو سرگشتہ شوي دایرۂ دوران را
هر کرا خوابگه آخر بدو مشتے خاک است
گو چه حاجت کہ بر افلاک کشد ایوان را
ملک آزادگي و ملک قناعت گنجے است
کہ بہ شمشیر میسر نہ شود سلطان را

3. صبا بلطف بگو آن غزال رعنا را
کہ سر بکوه و بیابان تو دادۂ ما را
بحسن خلق توان کرد صید اهل نظر
بدام و دانہ نگیرند مرغ دانا را

ندانم از چه سبب رنگ آشنائي نيست
سهي‌قدان سيه چشم ماه سيما را
جزاينقدر نتوان گفت در جمال تو عيب
که خال مهر و وفا نيست روي زيبا را
چو با حريف نشيني و باده پيمائي
بياد آر حريفان باده پيما را

II. Translate freely into English :

1. شرحي در حالات خصوصيه امين پاشا - از ايراد اين عنوان مقصود آن نيست که شرح حال و سرگذشت امين پاشا را بنويسم بلکه تنها وقايع زماني را که درين سرزمين با او بسر برده پارهٔ صحبتها را که درميان گذشته و بدون واسطه از خود مشار اليه شنيده بودم درينجا خواهم نگاشت *

امين پاشا از ملت المان است در سال يکهزار و هشتصد و چهل ميلادي تولد يافته امروز پنجاه سال از عمرش گذشته است - مومي اليه در اول جواني علم طب تحصيل نموده بوساطت استپان پاشا که از اطباي نظامي عثماني بود بسلک طبيبان عسکري دولت عليه عثمان داخل شده باردوي چهارم دولت مشار اليها مامور گشته پس از ورود بارضروم به اسمعيل حقي پاشاي مرحوم که آنوقت والئ ارضروم و کوماندان اردوي مذکور بود تقريب جسته طرف حسن توجه والي مشار اليه شده بود تا اينکه پس از چندے پاشاي مشار اليه وفات يافته امين پاشا نيز از ماموريت خود استعفا نموده بعد از مدتے گشت و گذار بالاخر در سال يکهزار و هشتصد و هفتاد و پنج ميلادي بمصر مسافرت کرده بخدمت گوردون پاشا داخل شده بر حسب امر او در ضمن خدمتے بشهر خرطوم رفته بود تا اينکه پس از زماني بسلک مامورين مصر دخول نموده است *

2. در حالتے که ديد تنوعات احوال و تماشاي نيرنگئ روزگار شعبده باز که دمے گلشن وصال را آب و رنگ تازه مي بخشد

وزمانے آتش افروز گلخن فراق میگردد خاطر سر اسیمه گرد
وادي مهاجرت را برنگ تصویر روشناس کشور حیرت
داشت والم حرمان حضور طرب گنجور مهربان گرامي قدر
پیوسته بدل نزدیک وچندے از دیده دور مهر سپهر عیش و
سرور قدردان مشتاقان مهجور عزیز مصر دل وجان خان
صاحب بسیار مهربان سلمه الرحمن بکلک آه خون بار ومداد
سویداي دل سطور حسرت بر صفحهٔ سینه مي نگاشت و رود
کرامت آمود حرز بازوي جان یعنے نگارین نامهٔ تفقد نشان
که بیاضش بصورت آئینهٔ سکندر محیط جام جمشید است و
سوادش مثل شب قدر مطلع صبح امید دریا دربا جواهر مراد
در سلک آرزو کشیده و متکفل عالم عالم نشاط و خوشدلي گردید *

III. Translate into Persian:

Hugh Idle loved to do only what was agreeable, and took no delight in labour of any kind. But while Hugh was yet a little boy he was sent away from home, and put under the care of a very strict school master, who went by the name of Mr. Toil.

Those who knew him best, affirmed that Mr. Toil was a very worthy character, and that he had done more good, both to children and to grown people, than anybody else in the world. He had, however, a severe and ugly countenance; his face was harsh; and all his ways and customs were disagreeable to our young friend Hugh Idle.

So the very next morning off he started, with only some bread and cheese for his breakfast, and with very little pocket-money to pay his expenses. He had gone but a short distance when he overtook a man of grave and sedate appearance, trudging at a moderate pace along the road.

"Good morning, my fine lad!" said the stranger in a voice which seemed hard and severe, yet had a short of kindness in it; "whence do you come so early, and whither are you going?"

IV. Attempt a spirited translation of the following:

A bright, sunny morning! Those who are out of doors in good time see the sun shining for hours together in a clear sky. The air is almost still.

When the sun has risen some five or six hours, and is tolerably high in the heavens, clouds begin to gather. Over-head they seem to be dark masses of no particular shape, but when we see them nearer to the horizon, in side view, they look like cauliflowers or piles of wood bulging out into irregular rounded lobes. Some have a flat base, as if they had been cut off clean below.

The sun shines upon the edges of many of these piled up clouds, and turns them to white and gold; others are in deep shade and show inky colours The air begins to be hot and oppressive. Puffs of wind drive the dust this way and that, and the clouds are moving in different directions at the same time. It is now past noon. The sun is quite hidden, and an unnatural darkness comes on.

FRIDAY, 16TH DECEMBER, 2 TO 5 P.M.

URDU: TEXT-BOOKS AND GRAMMAR.

I. 1. نثر و نظم ذیل کا مطلب سلیس اردو مین لکھو

(۱) نصیحت بغرض سنتا ہي (۲) دیکھا مین کہ دم گرم اپنا اسکے آہن سرد مین کارگر نہین ہوتا (۳) جب وہ سخن کا پیادہ چلاتا مین اسے بند کر دیتا۔ جس گھڑي وہ دلیلون کي شہین میرے بادشاہ کلام کو دیتا مین فرزین حجت سے بچا لیتا *

ایت سجدہ ہي حق مین مرے ہر جو ہر تیغ
ہي خم تیغ فقط کیا خم محراب بنا
چین پیشاني اگر تیري نہوتي زنجیر
نالہ دیوانہ تھا جر پا بہ سلاسل ہوتا
کرے ہي شرع کا پاس نمک حرام شراب
حرام ہي نہین لیکن نمک حرام شراب
کیون تکبر بولتا یہہ بندہ محکوم القضا
گر نہ تا بول اپنا قاضي کا پیادہ جانتا
کیا ہوا علم مقولہ سے اگر کیف کي ہي
لیک بے یاوریٔ بخت نہین کیفیت
حیا ہي گر متعلق تري نگاہ کے ساتھہ
تو ہي ضمیر کي جانب تري صفا کي ضمیر

2. دوسري بیت کي ترکیب کرو *

3. تیسري بیت کي تقطیع کرو *

II. 1. ان الفاظ کے معنے سلیس اردو مین تحریر کرو

جھلسنا - لپکا پڑنا - ایڑیان رگڑنا - ایکا کرنا - اکتنا - جي

چھوٹنا - تودہ کا قل ہونا - جو کہون اٹھانا - فن سیاق - کرمک شب تاب - پیر کنعان - مرغ شانہ سر *

2. اِن الفاظ مرکبہ کے اجزا اور معنے کیا ہین ؟ :

ذوالنون - طرفۃ العین - لا یعني - کماینبغي *

3. الفاظ ذیل کے متعدد معنے لکھو :

بیمروز - تاک - گھڑبال - توڑا *

4. امثال ذیل کے معنے مع محل استعمال تحریر کرو :

یکي نقصان مادہ و دیگر شماتت ہمسایہ - کالے کے آگے چراغ نہین جلتا *

5. وجہ تسمیہ شیرین اور کہکشان کي لکھو *

III 1. سعدي اور ذوق کا حال نقشۂ ذیل کے مطابق تحریر کرو :

شاعر کا نام *	والد کا نام *	استاد کا نام *	ہمعصر شاعرون کا نام *	تصانیف *	سن ولادت *	سن وفات *	طرز کلام باختصار *

2. جس غزل کے سبب ذوق کو دربار شاہي سے خطاب ملا اسکا مطلع کیا تھا اور وہ خطاب کیا تھا ؟

3 اِس نثر و نظم مین کیا اعتراض ہوسکتے ہین ؟

(۱) ایک عورت ڈھنڈھول نے سنکر کہا (۲) اسکي گفتگو نے ایسا اثر کیا کہ نقش کالحجر ہوگئي *

(۳) سر بوقت ذبح اپنا اسکے زیرپاے ہي
یہ نصیب اللہ اکبر لوٹنے کي جاے ہي

IV. ابیات ذیل مین بطور تلمیح کس قصے کي طرف اشارہ کیا گیا ؟

اور چند روز ہي سگ اصحاب کہف نے
خدمت جو کي بزرگون کي پس آدمي ہوا
عصمت بھي ہي کیا شي کہ الگ یوسف کنعان
درہاي مقفل سے عزیزان نکل آیا
حق تو یون ہي یہ انانیت عجب غماز ہي
قصہ پہنچا یا زبان دار پر منصور کا

V. 1. ابیات ذیل مین کیا صنائع ہین ؟

گر نہو وین کوفتے اب میرے دسترخوان پر
کوفتے کو بھوک کے ہي نان خالي کوفتہ
جس قدر خائف ملک سے ہي وزیر
حق سے گر ہوتا تو ہوجاتا ملک
سگ و دربان غریب دیکھین اگر
کھینچے ایک جیب ایک دامان کو
ہو گیا طفلي ہي سے دل مین ترازو تیر عشق
بھاگے ہین مکتب سے ہم اوراق میزان چھوڑ کر
صبر اک آن و آب تک لمحہ
دل عاشق نہ رکھے نے غربال
دوران بقا باد کي مانند گیا
نے خوب ہي نے بد ہي نہ کڑوا میٹھا

2. سحبان اور شیخ صنعان کا مختصر حال لکھو *

3. ابیات ذیل مین خط کشیدہ الفاظ سے کون اور کیا مراد ہین ؟

جھوٹھہ ہي مدعي جو کہتا ہي
سوتے کو کیا جگاویگا سوتا

یا غم و غصہ و تشویش سے راضي ہو تو
یا جگر بند کو رکھہ زاغ کے آگے ہو نذر
وہ کہنہ لاش خاک مین گاڑی ہوي جو تھي
کھا یا یہہ اسکو خاک نے یک استخوان نہین

VI. 1. مرقومۂ الذیل نثر کا تکملہ کرو :

لقمان حکیم سے پوچھا کہ ادب کس سے سیکھا تونے - کہا ——
کسي بادشاہ نے ایک عابد سے پوچھا کہ اوقات شریف آپ کی کیونکر کٹتي ہی ؟ کہا ——

2. عبارت ذیل مین خط کشیدہ الفاظ کس زبان کے ہین ؟

ڈپٹي صاحب کے کمرے کے آگے کچھہ قرقي کا مال نیلام ہورہا تھا - میزین - چقین باریک خوش رنگ تھین - مین نے کہا چلو کوئی ڈھب کي چیز ہو تو لے لین - منجھلے آکا بولے جانے بھي دو - جس مال نے مالک سے وفا نہ کي ہي ہم سے کیا وفا کرے گا - آتے ہوے ریل اسٹیشن کے پاس دیکھتا ہون - کھیے مرزا جان چلے آتے ہین - شکرم ٹھیرا کر بڑے تپاک سے ملے - بڑھاپے نے بیچارے کا رنگ روپ سب کھودیا - وہ شکل ہي نہین وہ صورت ہي نہین - کیسے گورے چٹے سجیلے جوان تھے - لوگ تصویرین اتروا تے تھے - مین نے کہا - میان ! ہم نے تو جانا تھا تم دکھن سے خوب چاق - چوبند - سرخ سفید ہوکر آوگے - تم تو سوکھکر قاق ہوگئے - غضب کیا اگلے جوبن بھي گنوا آئے - ٹھنڈی سانس بھرکے بولے - ہاي جواني !

VII. 1. اردو کے ابتدائي مذہبي تصانیف کے نام تحریر کرو *

2. نظم اردو کي سن ولادت کیا ہي ؟

VIII. 1. (۱) امرونہي مین کونسے زمانے پائے جاتے ہین ؟

(۲) کونسا فعل ہمیشہ معروف ہی ہوتا ہي *

2. کیا نام ہي :

(۵) جس سے دوسرا صیغہ نکلے *

(b) جو افعال خبر کے محتاج ہوتے ہین *

XI. 1. کیا - سے - مین - پر اور کا کسطرح کے معنے دیتے ہین ؟

2. مصدر فعل متعدی کن صورتون مین تابع مفعول ہوتا ہی ؟

3. بدل - تمیز - مفعول - مجاز - نثر اور قلب کے اقسام رقم کرو ؟

4. یہہ کیا صیغے ہین اور کیونکر بنائے گئے ہین ؟

ہیگا - کھے ہی - چمکے تھا - نہین جانے کا *

X ابیات ماتحت مین حرف کے کس معنے مین مستعمل ہی ؟ :

کب پوچھتا ہی گوشت جو کتے کو مل گیا
دجال کا یہہ خر ہی کہ صالح کا ہی شتر
بن مین بھوکے فقیر کو بہتر
شلغم پختہ ہی کہ نقرۂ خام

SATURDAY, 17TH DECEMBER, 10 A.M. TO 1 P.M.

URDU: TRANSLATION AND COMPOSITION.

I. Translate into Urdu:

1. Were we required to characterise this age of ours by any single epithet, we should call it the mechanical age. It is the age which practises the great art of adapting means to ends. Nothing is now done directly or by hand. For the simplest operation, some helps and accompaniments, some cunning abbreviating process is in readiness.

2. His best teacher was himself. No pressure of distresses, no want of books, advisers or encouragement, not hunger itself could abate his resolute perseverance. What books he could come at he borrowed; and such was his excess of zeal in reading, that for a whole half-year he allowed himself only two nights of sleep in the week, till at last a fever obliged him to be more moderate. His diligence was ill-directed, but it never rested, never paused, and must at length prevail.

3. A man with a half volition goes backwards and forwards, and makes no way on the smoothest road; a man with a whole volition advances on the roughest, and will reach his purpose.

4. In countries to which the labours of civilised men have never been extended, the rivers, spreading themselves over the low grounds, form pestilential marshes; and forests, thickets and weeds, are so numerous and impenetrable, as to prevent the earth from receiving the beneficial influence of the sun's rays. The air, from these causes, is constantly filled with noxious exhalations. But the efforts of the human race, conducted with skill and perseverance, produce a surprising change: marshes are drained; rivers embanked; the soil, broken up by the plough, is exposed to the sun and wind, and the clearing away of the forests raises the temperature, and allows a freer circulation to the atmosphere.

II. Translate into English:

اِس نثر و نظم کا ترجمہ انگریزي مین لکھو :

1. کہا مین نے کہ مذمّت اُنکي متکرکہ اہل کرم ہین - بولا وہ غلط کہتا ہي بندۂ درم - کیا فائدہ اگر ابر بہار ہین کہ کسي پر نہین برستے - مانا کہ آفتاب ہین کسي کو منوّر نہین کرتے - گو وسعت و قدرت کے مرکب پر سوار ہین لیکن اُسے نہین دوڑاتے - اور ایک قدم بھي واسطے خدا کے راہ حق مین نہین رکھتے - بے منت و اذیت ایک درم نہین دیتے - مال کو محنت و مشقت سے جمع کرتے ہین اور خسّت کے باعث دھر رکھتے ہین - آخر کار چھوڑ جاتے ہین - مین نے کہا دولتمندون کے بخل سے آگاہ نہین ہوا تو مگر بسبب گدائي کے - وگرنہ جو کوئي کہ طمع نہین رکھتا سخي اور بخیل کو یکسان ہي جانتا - کسوٹي جانتي ہي کہ سونا کیسا ہي ؟ اور محتاج جانتا ہي کہ بخیل کون ہي ؟ غرض ہم اس سوال و جواب کے اُلجھڑے مین پھنسے ہوے تھے - جب وہ سخن کا پیادہ چلاتا مین اُسے بند کردیتا - جس گھڑي وہ دلیلون کي شہین میرے بادشاہ کلام کو دیتا مین فرزین حجّت سے بچالیتا - یہانتک کہ کیسر ہمّت کا اُسنے ہارا اور حجّت کے تیرون کا ترکش ڈالدیا *

2. ہي دل کي داو گھات مین مژگان سے چشم یار
کرتي ہي قصد تکّي کے اوجھل شکار کا

تاب دندان نہ دکھا بزم مین تو ہنس ہنسکر
کوئي کھا جائے جو ہیرے کي کني خوب نہین
نازک خیالیان مري توڑین عدو کا دل
مین وہ بلا ہون شیشے سے پتھر کو توڑ دون
کب وہ گذرتے ہین سرلاف و گزاف سے
جنکي کہ آشنا ہي زبان لام و گاف سے
قل ہوا زہد کا قلیا ہوی زاہد کي تمام
سنتے ہی قلقل مینا ي شراب عشرت
شوکت عقرب جرارہ کی ماندہ رہے
دل حاسد مین خلشگر ترا رشک شوکت
جو ہو نہ تابع امر تشاوروا في الامر
تو عقل کل کو کرے تو نہ ہرگز اپنا مشیر
3. شمع پر کچھ نہین موقوف کہ سارے ظالم
پاني آگے ترے اي عربدہ جو بھرتے ہین
کر چکے سلک در اشک کا مذکور کہ ہم
کیسے غمازون کے منہ دیکھو تو بھرتے ہین
اس ستمگر سے مگر آنکھ لڑي ہي کہ حباب
کیسے کچے گھڑے پاني لب جو بھرتے ہین

4. کھانا پاني اول پیٹ مین جاتا اور وہان ہضم ہوتا یعنے پکتا اور گلتا ہي اور اس کا عمدہ عرق جگر مین جاکر خون بنتا ہي اور پھوک انتڑیون کي راہ نکل جاتا ہي - خون جو جگر مین بنتا ہي اسکے ساتھہ بلغم - سودا - صفرا پیدا ہوتا ہي - بلغم ادھہ چڑا خون ہوتا ہي - سودا تلچھٹ جو جلکر نیچے بیٹھہ جاتا ہي - اور صفرا اوبال جو جوش کھاکر اوپر آجاتا ہي - یہ چار چیزین خون بلغم صفرا سودا چار خلط بولے جاتے ہین - جب ان مین کسي کو حد سے بڑھکر زیادتي ہوي یا انمین فساد ہوا بیماري پیدا ہوگي - خون کي زیادتي اور فساد سے پھوڑا پھنسي نکسیر کھجلي ہوتي ہي *

III. Write in Urdu an essay on "The cultivation of powers of observation."

طبیعت کو تفحّصِ جزئیات کي عادت ڈالنا *

FRIDAY, 16TH DECEMBER, 2 TO 5 P.M.

MARATHI: TEXT-BOOKS AND GRAMMAR.

I. 1. हरिवंश कोणत्या ग्रंथाचा भाग? तो ग्रंथ कोणांनीं केला? त्या ग्रंथाची उत्पत्तिविषयीं तुम्हांस कायकळेल?

2. हरिवंशांतल्या कथाविषयांस संग्रहांने लिहा.

3. चित्रकूटांतून अलकापट्टणास जाणाऱ्या मेघाचा मार्गीं असलेल्या देश व स्थलविशेष यांचीं नावें सांगा.

II. खालीं लिहिलेल्या वचनांचा अर्थ स्पष्टपणांनें लिहा.

1. स्मरती जेथिल वृद्ध नागरिक उदय न भूपकथांला॥

2. कपिलशापहत सगरसुतांची जी मनिं उपजुनि माया।
सोपानांची पंक्तिच झाली स्वर्गीं त्यां चढवाया ॥

3. भार्गवरामें तीक्ष्णशरांहीं करितां विवर जयातें।
झाला हंसां मार्ग यावया इकडे सहज सुखानें ॥

4. कीं अनुष्ठान नित्यत्व स्वातंत्र्यांलागि मोडितें।
संकटा आहिताग्नीची प्रत्यवायें गृहस्थता ॥

5. ही जातींनें शुद्धा हिजला न लगेत पावनें अन्यें।
तीर्थांला अग्नीला द्यावी कोणें पवित्रता धन्यें ॥

6. परिणाम हा अशांचा उत्तम होतोचि दुःखदाहि जरि तो। जेथें एवंविध जन साहित्याला झटोनियां करितो॥

7. जसा बिंबग्राही शुचिमणि तथा लोष्ठ नसतो ॥

8. आनंदमोद जेथें जेथें शिवपुण्य सौख्यहो असती।
वैराजनामकीं त्या लोकीं संतत असो तुझी वसती॥

9. टाकूनि पुत्रावरि राज्यसारें।
जें वृद्ध इक्ष्वाकुनिं सद्विचारें॥

10. शिखिपिच्छांचा मकुट शिरावरि घालुनि यदुपति जैसा। वृंदावनपरिसरीं शोभला घना शोभशिल तैसा॥

11. जो त्वाष्ट्रयंत्रधर्षित रवि त्याचें तेज ज्यापुढें नसरे।
तो प्रलयरुद्रनयनस्थित वह्निज्वाल काय हा पसरे॥

12. बाळपणीं जो पाणी धरिला स्वकरें न तो मनीं आणी। न जनक न मी न वह्नी न कुल न वृत्ती न आपुली वाणी॥

III. 1. (a) अर्थवाद, (b) पहाट, (c) पिसार, (d) जलस्तंभ, (e) अभ्युदय, (f) संपविणें, (g) भूतपूर्व, (h) सर्वंसहा, (i) क्षेमपूर्वधन्वा, (j) रुडनल, (k) कनककाशिपु, (l) वायुसख, (m) उसरी. (n) भागवान्, (o) रविग्रावा, (p) धीशक्ति. ह्या पदांचा अर्थ लिहा.

2. आली, प्रतिष्ठा, अर्जुन, दत्त, किशोर, अत्याग, श्लोक, व्याली, माया.

ह्या पदांचा दोन अथवा तीन अर्थ सांगा.

3. आतिथ्य, भानुमान्, पिसार, सर्वंसहा, घेणें, पुनिव. ह्यापदें कशीं उत्पन्न झालीं? हें सांगा.

4. साहंजनी, माहिष्मती, मुक्तिपुरी, जरासंध, आनकदंदुभि, दिलीप, ककुत्स्थ, गालव, ह्या नामांचा अर्थ काय? तीं नावें येण्यास काय कारण?

IV. उत्तररामचरित्राकडून अम्हांस माहिती झालेल्या रामाचा गुणविशेषांस व्यक्तपणानें लिहा.

V. खालीं लिहिलेल्या वचनांतील कथांशांस स्पष्टपणानें सांगा.

1. याची झाली होती विधि शापेंकरुनि ऊर्वशी भाजा॥

2. झाला जो भूमिधेनुला दुहिता ॥

VI. 1. आख्यातांत कालचा बोध कसा होतो? उदाहरणसहित लिहा.

2. आख्यातांचीं निषेधरूपें कशीं उत्पन्न होतीं? उदाहरणसहित लिहा.

VII. जे शब्द व व्याकरणरूपविशेष कवितेंतमात्र येतात त्यांचीं कितीएक उदाहरणें द्या.

VIII. खालीं लिहिलेल्या समस्त पदांचा विग्रह सांगा.

ब्रह्मविच्छिरोरत्नें, सर्वाहितमर्दनक्रियादक्ष, मत्तशकुंताक्रांत, सुरसेनाग्रग, मूर्तिधरचतुस्सागर.

IX. या दुस्त्यजा दुर्मतिभिर्या न जीर्यति जीर्यतः ।
योऽसौ प्राणांतिको रोगस्तां तृष्णां त्यजतस्सुखम् ॥
जीर्यन्ति जीर्यतः केशाः दन्ता जीर्यन्ति जीर्यतः ।
धनाशा जीविताशा च जीर्यतोऽपि न जीर्यति ॥

ह्या श्लोकांचा अर्थ तुम्ही परीक्षार्थ पडल्येया ग्रंथांत ज्या पद्यांत येतो तींस लिहा.

SATURDAY, 17TH DECEMBER, 10 A.M. TO 1 P.M.

MARATHI: TRANSLATION AND COMPOSITION.

I. Translate into Marathi: [See Urdu Translation paper, page cxxv.]

II. Translate into English:

1. वाणी महापुरुषभाषित आदरून
तद्गौरवास्तव निजास्त्रहि आंवरून ।
झाला प्रशांत लव नभ्रहि चंद्रकेतु
होवो नृपास सुतसंगम भद्रहेतु ॥

2. पदार्थांच्या योगाप्रति किमपि अभ्यंतरीं वसे
निमत्त प्रीतीला उघड उपधी कारण नसे ।
प्रकाशीं भानूच्या कमल उमले वासाहि सुटे
बिधूच्या पाषाणा उदयिं विधुच्या पाझर फुटे ॥

3. सुरपतिरिपुहंता जो तया त्वत्पित्याचें
वय तरि किति सांगू पाहातां अल्प त्याचें ।
समरचरित गोष्टी मूल त्याचें करीतें ।
दशरथकुलदैवें पावलें सुस्थितीतें ॥

4. मंगल्या सुमनोहरा त्रिजगता गंगे परी सवर्था
पापापासुन रक्षिती वितरती श्रेयांस जी ही कथा।
तीतें संत सदा धरोत हृदयीं जो पक्वबुद्धी कवी
त्याची वाणिसुधा नवी बुध सदा घेवोत तीची चवी ॥

5. नक्षत्रें परिवार ज्यास पति ही जो ओषधींचा असे
ज्यातें पाहुनि हर्षती जन सुधा ज्याच्या शरीरीं वसे।
होयी तेज कमी तयाहि विधुचें येतां रवीच्या गृहीं
ज्या येइ लघुता न अन्यसदनीं ऐसा न कोणीं च हि ॥

6. जरी साधुद्वेष्टा द्विज सकळलोकीं अधम हा
तरी सत्कीर्तीचा क्षयकरचि याचा वध महा ।
क्षमाशीला देवा वद न कवणा मोह चुकवी
असें जो जाणूनि प्रभु करि कृपा तोचि सुकवी ॥

III. Write in Marathi an essay on "The cultivation of the powers of observation."

"पदार्थांवर लक्ष्यदेण्याच्या शक्तीस अभ्यासानें मेहनत करून वाढविणें" ह्याविषयीं मराठींत एक निबंध लिहा.

FRIDAY, 16TH DECEMBER, 2 TO 5 P.M.

TAMIL: TEXT-BOOKS AND GRAMMAR.

I. 1. 'கூர்மபுராணம்' என்னதொடர்? விரிந்தால் எப்படி வரும்? இப்புராணம் சைவ பரமா, வைஷ்ணவ பரமா? விடைக்கு அனுகூலமாக யாதாவது ஒரு பாட்டு நீர் படித்த பாகத்துள் எடுத்துக் காட்டுக.

2. அந்தாதி என்னும் பிரபந்தத்தின் இலக்கணம் என்ன? இப்பிரபந்தத்தின் இறுதிப்பாட்டின் இறுதிச்சீர் அந்தாதித் தொடராகத் தொடரவேண்டுவது எதனை? நீர் படித்த கருவை அந்தாதியில் அப்படித் தொடர்ந்துவந்திருப்பதைக் காட்டுக. கருவை அந்தாதி பாடினவர் தம்மையேகுறித்துச் சொல்லியிருக்கும் சங்கதிகளுள் ஒன்றை யெடுத்துக் காட்டுக.

3. பெரிய புராணத்தில் நீர் படித்த சருக்கங்களுக்கு அப்பெயர்கள் எப்படி வந்தன?

II. விடத்தக்கதிந்தவிடக்குடனானெனல்வேர்களைந்து
சுடத்தக்கதென்றுமொழியாவெகுளிதுருசகற்றி
அடத்தக்கதுமனச்சங்கற்பநெஞ்சத்தகவயலில்
நடத்தக்கதுகளவீசர்பொற்றாளென்னுநாற்றினையே.

1. இதற்குப் பதவுரை யெழுதுக.

2. முதல்வரியில் உள்ள 'தக்கது' என்றதற்கு எழுவாய் என்ன?

3. 'வேர்களைந்து' என்ன தொடர்? சந்தி யியல்பானதற்கு விதி கூறுக.

'மனச்சங்கற்பம்' இதில் ஏன் வல்லினம் மிகுந்துவந்தது?

4. 'இந்த,' 'என்றும்,' 'வெகுளி,' இவை என்ன சொற்கள்?

5. 'களைந்து,' 'களைத்து,' இவற்றுள் முன்னதின் அடியால் வரும் முன்னிலைப் பன்மைப் பிறவினை வருங்கால வினைமுற்றும், இரண்டடியாலுந் தோன்றும் செயவென்னும்வாய்பாட்டு வினையெச்சங்களும் தெரிவிக்க.

6. 'நாற்றினையே,' நாற்று என்ன அடியாகப் பிறந்தது? நாற்றினையே என்பது வினைமுற்றாக வரும்பொழுது என்ன பொருள்தரும்?

7. நீத்தம், நிறுவி, சொற்ற, கூப்பி, இவைகளின் பகுதிகள் யாவை?

III. முன்னநீ தருவலென்றநல்வரங்களிரண்டுமீண்டுதவென
மொழிய
என்னுயிர்தருதியென்கினுமளிப்பன் கேட்கெனவிருநில
முழுதும்
பன்னருஞ்சிறப்பிற்பரதனுக்களிப்பதொருவரமீரொழுபருவம்
பொன்முடிதுறந்துகானிடையிராமன்போவதோர்வரமெ
னப்புகன்றாள்.

1. இதற்குக் கருத்துரை யெழுதுக.

2. இதிலுள்ள வினைமுற்றுக்களை யெடுத்தெழுதி அவற்றில் இரண்டிற்கு இலக்கணம் கூறுக.

3. முன் இரண்டு வரங் கொடுப்பதாகச் சொன்ன சந்தர்ப்பம் யாது? தசரதர் புத்திரசோகத்தாலுயிர்விடும்படிநேர்ந்த சாபம் என்ன?

IV. கீழே வருவனவற்றிற்குப் பொழிப்புரை யெழுதுக.

1. ஊழினும்புரிதாள்வலிதேயென வூருவின்புடைசேர்கர
நாண்மலர்

காழ்நெடுங்கிரியேயனையான்விழிகாண நின்றனன்வா
னரிகாளையே.

2. அள்ளற்கருஞ்சேற்றிடைப்பெடையோடலவனுடுஞ்சி
றுகுழியைக்
கள்வாயுயிர்க்குநறும்புன்னைத்தாதுதூர்க்குங்கடற்கரை
வாய்.

3. தூயபங்கேருகன்செவ்வாயுனதுதுரகபந்தி.

4. கலவமாமயிலொழிந்துபஞ்சானனமெழுதியதனிக்
கொடிக்கந்தன்.

5. அரிறபவுணர்ந்தனளழுங்கனீ.

6. நொச்சிமென்போதுவிள்ளுமிருள்.

7. அம்பியிழந்த பெருங்கடல்வாணர்.

8. கொய்யுளைச் சுவற்பரி.

9. உத்திப்புயங்கம்.

10. நாந்தக உழவர்.

V. நாலாவது கேள்வியில்—

(a) 1. இல் கூறியபடி வானரிகாளை நின்றதேன்? நின்றதால் நேர்ந்தது யாது?

(b) 2. இல் 'பெடையோடு' என்று சிறப்பித்ததால் பெறத்தக்க விசேஷக்குறிப்பு என்ன? 'புன்னை' யென்பதற்குப் பதில் 'கொன்றை' யென்று ஏன் சொல்லலாகாது?

(c) 3. இல் இருக்கும் அலங்காரம் யாது? இக்கலித்துறையை முழுதுமெழுதுக.

VI. 1. மானக்கஞ்சாற நாயனார், திருநாளைப்போவார் நாயனார், சண்டேசுர நாயனார், திருக்குறிப்புத் தொண்ட நாயனார்-இந்த நாலு நாயன்மார் நாடும், ஊரும், ஜாதியும், முத்திபெற்ற வழியும் இன்ன இன்னவென்று ஒவ்வொரு வரியில் எழுதுக.

2. திருநாவுக்கரசு நாயனருக்கு

(a) இப்பெயர் யாரால் எவ்விடத்தில் எத்தருணத்திற் கொடுக்கப்பட்டது?

(b) அவர் இயற்பெயர் யாது? சமணராக இருந்த பொழுது பெயர் யாது?

(c) அவரைச் சமணர் கடலில் தள்ளியபோது பாடிய பதிகத்தின் பெயரென்ன?

(*d*) 'அப்பர் எங்குற்றார்,' 'அடியேன் இங்குற்றேன்' என்ற வினாவும் விடையும் வந்த சந்தாப்பமென்ன?

(*e*) இவர் முத்திபெற்ற ஸ்தலம் யாது?

VII. 1. இவைகளுக்குப் பொருள் என்ன? (*a*) துத்தி, (*b*) ஏனல், (*c*) ஆருகதம், (*d*) பவித்திரை, (*e*) தபநன், (*f*) சிலீமுகம், (*g*) அபிமுகத்திருவாசல், (*h*) திருக்கடைக்காப்பு.

2. இவைகளுக்கு உற்பத்தி யர்த்தமென்ன? (*a*) பகை, (*b*) படை, (*c*) பாசி, (*d*) வெயில், (*e*) அடுப்பு, (*f*) கார்.

VIII. கீழே வருஞ் சங்கதிகளுள் இரண்டை எட்டெட்டு வரிக்கு மேற்படாமல் எழுதுக.

(1) கங்கை வரலாறு; (2) சகுனிபட்டது; (3) அப்பூதியடிகள் புராணம்.

IX. 1. இளம்பருவமுதலுனக்கு மிவனுக்கும்வயிர்ப்பெண்ணிலெண்ணெனுதால் - இவர்களிருவருக்கும் வயிரம் நேர்ந்த சங்கதிகளில் இரண்டு குறிப்பாகக் காட்டுக.

2. சமந்த பஞ்சகத்தின் வரலாற்றை ஐந்துவரிக்கு மேற்படாமற் சுருக்கி யெழுதுக.

3. 'முந்நீர்ப்படி மாறி யொழியவிடேன்.' இதிற் தொக்கு நிற்பதை விரித்தெழுதுக. இது யார் சொன்னது? எப்பொழுது? முந்நீர் என்ற பெயர் எப்படி வந்தது?

X. 1. அனங்கன், காலகாலன், கூற்றுவன், மகபதி, கயிலையெடுத்தவன், நெடியவன், கலாதரன், தைத்தியர், இவை யார் யாரை யாது காரணத்தாற் குறிக்கின்றன?

2. சிவத்தை ஒரு கொழுந்தாக்கிய இடத்தில் அதற்குக் கொழுகொம்பாகவும், மலராகவும், மணமாகவும் எதை எதை எடுத்துக் கூறுகின்றார்?

3. இராவணன் இறந்தமாத்திரத்தில் ஒளித்ததும், ஓங்கியவையும், எங்கும் பரவியதும் என்னென்னவென்று நூலாசிரியர் கூறுகிறார்?

4. உயர் விசும்பிற்-செல்காரிளைக்கும் பொழிற்கருவாபுரி- இதற்கு விரித்துரை யெழுதுக.

XI. நான்காம் வேற்றுமை யுருபின் பொருளுக்கும், திணைபால் விரவிவருமிடத்து வினைமுடிபிற்கும் சூத்திரங்கூறி யுதாரணங்காட்டுக.

SATURDAY, 17TH DECEMBER, 10 A.M. TO 1 P.M.

TAMIL: TRANSLATION AND COMPOSITION.

I. Translate into Tamil:—[See Urdu Translation paper, page cxxv.]

II. Translate into English:

1. பசுவின்றோன் மெய்யிற்போர்த்துப் பாய்புலி திரியுமா போல்
வசையறுமுனிவர்வேடந்தாங்கியும்வனத்திலுள்ள
நிசிசரர்க்கோறலென்கொனீ தியோ

2. தனக்கிளையோர்தொண்ணூற்றொன்பதின்மர்தாமுஞ்
சயவீமன்சரத்தாலுந்தண்டினாலுங்
கனக்குடிலிற்குடியேறக்கண்டுகண்டுகைசோரமெய்
சோரக்கண்ணீர்சோர
வெனக்குறுதியுரைத்தவர்தம் முரைகேளாமலென்செ
ய்தேனெப்பொருளுமிழந்தேனென்று
மனக்கவலையுறுமன்னன்றன்னைநோக்கிமாமனுமற்
றொருகோடிமாற்றஞ்சொன்னான்.

3. வில்லாலும்வாளாலும்வேலாலும்பரிநெடுந்தேர்வேழத்
தாலும்
தொல்லாண்மைதவறாமற்செருமலைந்தோர்சான்றாகச்
சூழ்ந்துநிற்பப்
புல்லாளைப்புறங்காணும்போர்வேலோயிருவருநீர்பொ
ருதுநும்மில்
வல்லார்கள்வென்றிபுனைந்தவனிதலம்பெறுமிதுவே
வழக்கு.

4 அளியுமளிதருமானந்தமாகியளவிறந்த
களியுமிரண்டற்றகாட்சியுங்காட்டிக் கருணைசெய்தார்
வெளியும்பவனமுந்தீயுந்தண்ணீரும்வியனிலமும்
ஒளியொன்றியவுருவக்களவீசருளத்திருத்தே.

5. கார்காலத்திலே ஒருநாள், இடையர்கள் பசுநிரைகளைச் சூழ்ந்துகொண்டு செல்ல, ஆனாயநாயனார் கையிலே கோலும் வேய்ங்குழலுங் கொண்டு நிரைகாக்கும்படி காட்டுக்குச்சென்ற பொழுது, அவ்விடத்தில் புறத்திலே தாழ்கின்ற சடையினையுடைய பரமசிவனைப்போல நிற்கின்ற ஒரு கொன்றை மரத்துக்குச் சமீபத்திலேபோய், அதைப் பார்த்துக்கொண்டு நின்று, அன்பினாலே உருகி வேய்ங்குழலினாலே இசை நூலிலே விதித்தபடி வாசிக்கின்ற அதிமதுரமாகிய இசைவெள்ளமானது எவ்

வகைபபடட உயிர்களின் செவியிலும் தேவதருவின் பூந்தே னைத் தேவாமிர்தத்தோடு கலந்து வார்த்தாற்போலப் புகுந்தது. புற்களை மேய்ந்த பசுக்கூட்டங்கள் அசையிடாமல் அவரை அடைந்து உருக்கத்தினாலே மெய்ம்மறந்து நின்றன; பால் குடித்துக்கொண்டு நின்ற கன்றுகள் குடித்தலை மறந்துவிட்டு இசைகேட்டுக்கொண்டு நின்றன; எருதுகளும் மான்முதலாகிய காட்டு மிருகங்களும் மயிர் சிலிர்த்துக்கொண்டு அவர் சமீபத்தில் வந்தன; மரக்கொம்புகள் தாமும் சலியாதிருந்தன. இப்படியே சராசரவர்க்கங்களெல்லாம் ஆனாய் நாயனாருடைய வேய்ங்குழல் வாசனையைக்கேட்டு இசைமயமாயின.

6. (a) சுருட்டிவைத்திருந்த பொருளை அவன் சுருட்டிக்கொண்டுபோய் ஒரு மாதகாலத்தில் சுருட்டுக்கடையொன்று வைத்துவிட்டான்.

(b) நூறுநாள் ஓதி யாறுநாள் விடத்தீரும்; ஆகையால் ஓதாமலொருநாளுமிருக்கவேண்டாம்; ஓதாதார்க்கில்லை உணர்வுட னொழுக்கம்.

(c) இமைக்குற்றம் கண்ணுக்குத் தெரியாததுபோலவதான் பாடிய பாட்டில் மிகைபடக் கூறலும் கூறியது கூறலுமாகிய குற்றங்களுண்டென்று அவனுக்குத் தெரியவில்லை.

III. Write in Tamil an essay on "The cultivation of the powers of observation."

'(ஐம்பொறிகளாற்) கவனிக்கும் சக்தியை விருத்திசெய்தல்' இதைப்பற்றித் தமிழில் ஒரு வியாசம் எழுதுக.

FRIDAY, 16TH DECEMBER, 2 TO 5 P.M.

TELUGU: TEXT-BOOKS AND GRAMMAR.

I. 1. వ్యాయోగరూపకముఖ్యాంశము లెవ్వి? మఱియే రెండురూపకములపైనం జేర్చుని వానికిని దీనికిని గలభేదాభేదంబుల విశదీకరించునది. తెలుఁగున నాటకవ్యాయోగములు కాక తక్కినరూపకములలో ఏవైన నున్నవా?

2. పిగవీరనకవిత్వమందలిగుణంబు లెట్టివి? దోషంబు లెట్టివైన నేవైనఁ గానంబడునా? నరకాసురవిజయవ్యాయోగమందలి వచనరచనావిషయమై మీయభిప్రాయమేమి?

11. 1. ఈ క్రిందిపద్యమునకు దండాన్వయము వ్రాయునది.

రయవిచలత్తురంగమతరంగముల న్మదనాగనక్రసం
చయముల సంచరచ్చటులసైనికమత్స్యముల న్భయంకరం
బయియదువృష్ణిభోజకుకు రాంధకవారధియుంగలంగెని
ర్దయతరరోషమారుతనితాంతసమాకులమైక్షణంబునన్.

(a) ఈ పద్యమునందువలె నరకాసుర విజయవ్యాయోగము లో సేనను సముద్రముతో పోల్చినవర్ణనలో ఏమేమి భేదాభేదములు కన్పట్టుచున్నవి? (b) జైమినిభారతములో యాపనాశ్వనిసేనయు ఇట్లు సముద్రముతో పోల్పఁబడ్డదిగదా ఆవర్ణనాచమత్కార మెట్టిది?

2. ఈ క్రిందిపద్యమునకు, అందలి కొన్ని శబ్దప్రయోగములచే స్ఫురించెడి యర్థముతోడ, తాత్పర్యము వ్రాయునది.

అమితవైభవముచే నసమానవైభవకులిశాయుధుల నద్రిగుహల కనిచె
ద్రోఁప్రతాపంబుచేఁ దులితప్రతాపదావానిలాప్తులనరణ్యములఁద్రోచె
వినుతధైర్యంబుచే విఖ్యాతధైర్యమంథానాద్రులనుసముద్రములముంచె
ఘనకీర్తిచేసముత్కటకీర్తిచంద్రులఁ గడకొండయవలిచీఁకట్లఁగలిపె

(a) ఈ పద్యమంలి క్రియాపదములు ఏధాతువుల యే రూపములు? (b) 'మంథానాద్రి' కి సరియైన తెలుఁగు పద మొకటి వ్రాయునది. (c) ప్రతాపమును సాధారణముగా దేనితో పోల్చుట వాడుక?

3. ఈక్రిందిపద్యమునకు ప్రతిపదార్థము వ్రాయునది.

ఘననిర్ఘాతరవాతిఘోషణములం గాండప్రకాండంబులన్
వినతోగ్రోగ్రశరాసనిర్గతముల న్విద్ధాంగుల న్యోన్యముల్
గనసంవర్తవలత్తరంగనివహోద్గాఢధ్వన ద్ఘూర్ణభీ
మనదీనంబులఁబోలిరీయిరువురున్మార్కొంచుఁబేర్కొం
చొగిన్

(a) ప్రకాండంబు, సంవర్త, తరంగ, మార్కొంచు.—వీనిని ఈ క్రిందిరీతిగా వ్రాసిన, తప్పొప్పులు ఎచటెచట నుండును?—ప్రకాణ్డమ్బు, సమ్వర్త, తరఙ్గ, మార్కొఞ్చు. (b) 'కాండ' యనుపదము నర్థము 'ప్రకాండ' మందు ఎట్లు మాఱి యున్నది? (c) వినత'—ఒక స్త్రీ,

కి సహితము పేరుగదా ఆమె యెవరు? ఆమె కొమారునికి ఈ పేరు నుండి కల్గిననామధేయము బెద్ది?

III. రాజసూయాశ్వమేధయాగములు ధర్మరాజేల చేసెను? అతనికి పూర్వము ఎవరెవరు చేసిరి? ఈ రెండుయాగంబులకును అన్నివిధములఁ గలభేదాభేదాంశములను విశదీకరించునది. అశ్వమేధీయహయం బెట్లుం డవలయునని యున్నది?

IV. 1. వ్యాయోగము—ఇందలి ధాత్వర్థ మేమి? ఇందు ఏయే యుపసర్గలు చేరి యున్నవి? అవి యేయర్థద్యోతకములు? ఇందలిధాతువునకే మఱి యేయే యుపసర్గలుకూడ చేర్చనగును? అట్లు చేర్చి యాఱు పదములు వ్రాయునది.

2. i. విష్ణు + అంబక + ఛిన్నులు ii. వాక్ + మనః + గతులు. iii. మహత్ + ఉరః + క్షత + జ + ఆపగ + అప్తిక్. ఈ మూటిని సరియయిన సంధు లుంచి మరల వ్రాయునది.

3. 'తలఁపునకంటెన్'—ఇందలివ్యాకరణ విశేష మేమి? ఈ విశేషమే మఱి యేచోట్లం గూడఁ గలదు?

4. పరిపరిలాగులు, మెత్త మెత్తనక్, పలపలవేగెన్ — ఇవి ఆమ్రేడితములా, అనుకరణములా, ఛేకములా?

V. 1. 'వికచకమలకుముదాభిరామంబు లయినజలాశయంబులు.'—ఇందు 'వికచ' కమల కుముదములు రెంటికి నన్వయించునా? అన్వయించిన దోష మేమైనఁ గలదా? కలదేని పరిహరింప నగునా?

2. వసుమతి, వసుధ, వసుంధర.—వీనికి వ్యుత్పత్తి ఎట్లు? భాస్కరరామాయణములో బాలకాండములో "వసువుపేర నిబ్భూమి వసుంధర యనం బరఁగె" అని వ్రాయఁబడి యున్నది. దీనికిని మీరు చెప్పెడివ్యుత్పత్తికిని తారతమ్యము వివరించునది.

2. 'చైత్రము' అనుపేరు ఆమాసమున కెట్లు గలిగె? ఇది ఇంగ్లీషుమాసములలో వేనికి రమారమి సమకాలమై యుండు? దీనికే కొందఱు మేషమాస మందురు. అది యేల?

VI. 1. 'ఆయఁబునందు నాల్గవభాగ మొండె మూడవభాగ మొండె సందర్భ మొండెఁ గాని మిక్కిలి సేయఁ గాదువ్యయము'—ఈ విషయమై

పూర్వపురాజులపద్ధతికిని ఇప్పటి యింగ్లీషువారిరాజ్యపద్ధతికిని గలతారతమ్యం బెట్లు ?

2. దాస్యము పాండవులకాలములో నుండెననుటకు నేమేమి నిదర్శనములు చూపఁగలరు ?

VII. 1. నరకాసురవిజయ వ్యాయోగములో—

(a) సూత్రధారుఁడు వర్ణించునట్టి శరత్కాలవర్ణనను సంగ్రహించి విశదముగా వ్రాయునది, లేక, (b) సేనను కాననముతోను, ఏనుఁగులను వర్షాకాలముతోను, పోల్చఁబడినవర్ణనలను జెప్పునది.

2. 'గోరుచుట్టుపై రోఁకటిపోటుచందము', 'చింతామణి విడిచి గవ్వచేకొనుభంగిన్,' 'సురసింధుతోయములఁగూడనవాఁగుకైవడిన్' ఇవి యే యే సందర్భములలో వేని పోల్చుటకయి చెప్పఁబడె ?

3. 'కనకగరుత్సితశిరుఁ డయి కదలనిగరుడునిచెలు విదితెలుపున్'—ఇది యన నేది? దానియందలి యుపమేయాంశములు ఏవి ?

VIII. 1. 'ధర్మపుత్రునుదారతేజము' — దీనిని సిద్ధసాంస్కృతికసమాసముగా మార్చునది.

2. 'వేదంబునదక్షులు', 'పురంబునవారు', 'అతిపరాక్రమమున పేర్మిన్'.—ఇవి యే సమాసములు ? విగ్రహ మెట్లు? ఇందు 'న' అను నక్షరము ఎట్లు సంభవించె ?

IX. విరాటపర్వములో ఉత్తరుని సారథింజేసికొని అర్జునుఁడు దేవదత్తంబు పూరింప

కలఁగెం దోయధిసప్తకంబు గిరివర్గం బెల్ల నూటాడె సం
చలతం బొందె వసుంధరావలయ మాశాచక్ర మల్లాడెఁ గొం
దల మయ్యెం ద్రిదశేంద్రుపట్టణము పాతాళంబు ఘూర్ణిల్లె నా
కుల మయ్యెన్గ్రహతారకాకులము సంక్షోభించె నవ్వేధయున్.

అనుకీతిగ నరకాసురవిజయవ్యాయోగమునందుఁ గూడ నొకసందర్భములో వ్రాయఁబడి యున్నదిగదా, అందు ఇందులోనివి యే యంశములు లేవు ?

X. 1. 'చిగురించె' అని యొక ప్రతిలో నున్నది. ఆరూపము సరియైనదా? కాదేని యెట్లుండవలయు? ఏల?

2. 'జరాసంధుబంధనంబువలనం దమచేత మోక్షితులైన మహీపతులు', 'ఈ ధనంబువలన నీకిష్టం బయినయజ్ఞంబు సేసి'—ఇందు పంచమీవిభక్తికి ప్రసక్తి యెట్లు?

3. 'సర్వవంద్యు, నధికయోగనిష్ఠితాత్ములకుమహాయోగివరులు .....ఎఱిఁగినట్టు'—ఇందుఁగల విభక్తులంబట్టి పదములకుఁ గలయన్వయమును వివరించునది.

XI. 1. 'రక్షణంబున భగీరథుఁడు జయంబున నయ్యువనాశ్వుండు నత్యుదగ్రబాహుబలంబున భరతుండు దపమునఁ గార్తవీర్యుండును గరము బుద్ధిసమ్మరుత్తుండును నఖిల సామ్రాజ్యంబుఁ బడసిరి'.

వీరు ఈ విషయములందుఁ బ్రసిద్ధి చెందుటను సూచించునట్టిసంగతులను బహుసంగ్రహముగ తెలుపునది. లేక 'మహాత్ముల నవమానము సేసి మును జయద్రథదంభోద్భవకార్తవీర్యులవజితులైరి' అను కథలను సంగ్రహించి వ్రాయునది.

2. (a) 'జంటమోములసామి'—ఎవరు? మూడు, నాలుగు, అయిదు, ఆఱు, ఏడు, మోములు గలవారు పురాణ ప్రసిద్ధులు కలరా? ఎవరెవరు?

(b) 'నాల్గుహస్తములు', 'నాలుగువక్త్రములు', 'నాల్గుశృంగములు', 'నాల్గుపాదములు' — ఇవిప్రత్యేకము ఎవరెవరికి కలవని పురాణ ప్రసిద్ధి? వారెందెందులకు ప్రసిద్ధి పొందినది జైమినిభారతములో ఉదాహరింపఁబడియె?

XII. 1. పద్యములయందు ప్రాస మెట్లుండవలయు? జైమిని భారతములో, జంబూ, ధృంభూ, లంబి, చంబూ, అని వృత్తచరణాదిగా నున్నది. అందు ప్రాసము కుదిరె ననవచ్చునా?

2. '(రై) వతకాద్రిఁ గ్రీడాభిరతిఁ బ్రమత్తులై యున్న వారల నదయుఁ డై వధియించె'—

ఇట్లు ఒకపెద్దపాదము రెండవసగమును తర్వాతిపాదముమొదటి

సగమును చేర్చి వ్రాయబడ్డ నీసపద్యభాగమునకు గురులఘు నిర్ణదం క్రమము చూపునది. ఇందు 'ప్రమత్తులై, అదయుఁడై, అనువానియందలి 'ఐ' కి దానిరూపాంతరమగు 'ఆయి' అనుదాని నుంచ నగునా ? హేతువు చెప్పునది.

SATURDAY, 17TH DECEMBER, 10 A.M. TO 1 P.M.

TELUGU: TRANSLATION AND COMPOSITION.

I. Translate into Telugu: [See Urdu Translation paper, page cxxv.]

II. Translate into English:

1. దా. (సస్మితుండగుచు) ఆయుష్మంతుం డగునిమహాను భావునితనూభవుండు.

స. (సవిస్మయంబుగ) ఆర్యపుత్రునకుఁ బుత్రుఁ డెత్తెఱం గున నసురుఁ డయ్యె ?

దా. (కృష్ణునిఁ జూచుచు సంకోచమున మిన్నకున్నాఁడు)

స. (నిర్బంధముగా) దాఁచుటచేఁ జాలుఁ బలుకు మంతయు.

దా. ..... అతండు సంధ్యాసమయ సముద్భూతుం డగుట నిట్టిబెట్టిదపురాక్షసశరీరము సంప్రాప్తమయ్యె.

స. (సేర్ష్య యగుచు) ఆయ్యా యిటువంటి గొంటు నతి వేలోన్నాదు మానవాదు నుత్పాదించి ముల్లోకములకుఁ బెల్లుమల్లడిఁ గావించి మించ భావించితి వది గావున నీదోసము నీయదియ

కృ. (తనలో) ఎట్టులం గడు గుట్టయిననానాసంగతి బట్టబయ లయ్యె! అంతయుం గానీ (ప్రకాశముగా) ప్రియు రాలా యీ యది నిక్కముగా నాయొక్క దోషమే. వాని నివుడె మన్ని గొనుచున్నాను

2. కురువృద్ధు ల్గురువృద్ధబాంధవుల నేకు ల్సూచు చుండ న్తదో ద్ధురుఁడై ద్రౌపది నిట్లు చేసినఖలుం దుశ్శాసను న్లోకభీ కరలీల న్వధియించి తద్విపులవక్షశ్శైలరక్తౌఘని [కృతిక ర్ఘర ముర్వీపతి సూచు చుండ నని నాస్వాదింతు నుగ్రా

3. ఆనగరంబువైభవము లర్కజసూతికిఁ జూపుచున్నరు
త్సూనుఁడు గాంచె నెక్కరయేడఁ దోయజహల్లక కైరవా
నూనమరందగంధినటదూర్మిఘటాపరిఘట్టనార్ద్రమూర్త్పలా
లానఘకూలదేశసముదంచితపూగము వాస్తడాగముక్

4. తేనె సోఁక నోరు తియ్యన యగు రీతిఁ
దోడ నర్థమెల్లఁ దోఁచకున్న
గూఢశబ్దవితతి కొట్లాటపని యెల్ల
మూఁగ చెవిటివారి ముచ్చటరయ.

5. పడిమట నంభోరాశియుఁ
గడమడ్డిశల వనచయంబుఁ గప్పారఁగఁ దా
నడుమఁ బుర లక్ష్మి గనుప
ట్టెడు హరియురమున సుఖించుఠీవి దలిర్పన్. (ద్వారకా
పురవర్ణనము)

III. Write in Telugu an essay on "The cultivation of the powers of observation."

'లక్షించి పరామర్శించునట్టి శక్తిని వృద్ధిచేయుట'నుగుఱించి తెలుఁగులో ఒక వ్యాసము వ్రాయునది.

FRIDAY, 16TH DECEMBER, 2 TO 5 P.M.

KANARESE: TEXT-BOOKS AND GRAMMAR.

I. 1. చెన్నబసవ పురాణ, ముద్రామంజూష, ఇవుగళన్ను యారు, యావాగ, ఎల్లిరచిసిదరు ?

2. జైమిని భారతవు హళేగన్నడదల్లి బరదిదేయో, మోస గన్నడదల్లి బరేదిదేయో ? ఇదర ఉత్తరవన్ను ఉదహరిసిరి.

3. ముద్రామంజూషద కవియు నందర కాలదల్లి తిళియదిద్దంథా వస్తుగళు అగ సామాన్యవాగిద్దవెంబంతే తోర్పడిసుత్తానే. ఒందు ధృష్టాంతవన్ను కొడువుదు.

II. 1. ముద్రామంజూషవెంబ హసరు బరలిక్కే కారణవేను ? ఈ కథెయు యావ గ్రంథగళింద తెగెయల్పట్టిదే ?

2. ಜೈಮಿನಿ ಭಾರತದಲ್ಲಿ ವರ್ಣಿಸಿದ ಯುದ್ಧರೀತಿಗೂ ಮುದ್ರಾ ಮಂಜೂಷದಲ್ಲಿ ವರ್ಣಿಸಿದ ರೀತಿಗೂ ಇರುವ ವ್ಯತ್ಯಾಸವನ್ನು ಬರೆಯುವದು.

3. ಶತ್ರುಗಳನ್ನು ಜೈಸುವದಕ್ಕೆ ಸಾಧಕವಾದ ಉಪಾಯ ಚತುಷ್ಟಯಗಳು ಯಾವವು? ಇವುಗಳಲ್ಲಿ ಚಾಣಿಕ್ಯನು ಅವಲಂಬಿಸಿದ ಉಪಾಯಗಳಿಗೆ ಒಂದೊಂದು ದೃಷ್ಟಾಂತವನ್ನು ಕೊಡುವದು.

III. 1. ಪರ್ವತರಾಯನಿಗೆ ಸಹಾಯಕರಾದ ಮ್ಲೇಂಛ ದೇಶಾಧಿಪತಿಗಳು ಯಾರು? ಅವರ ದೇಶಗಳು ಈಗ ಎಲ್ಲಿವೆ?

2. ನಂದರು ಚಂದ್ರಗುಪ್ತನನ್ನು ಜೀವದಿಂದ ಉಳಿಸಿದ್ದಕ್ಕೆ ಕಾರಣವೇನು?

3. ಕೋಪವನ್ನು ಕುರಿತು ಚಾಣಿಕ್ಯನ ಅಭಿಪ್ರಾಯವನ್ನು ಬರೆಯಿರಿ.

IV. 1. ಕೆಳಗಿನ ಪದ್ಯಗಳ ಅರ್ಥವನ್ನು ವಿವರಿಸಿರಿ:

(a) ತೆಕ್ಕೆವರಿ ದೇಳ್ವ ಕಾರ್ಬೊಗೆಯ ಹೊರಳಿಗಳ ದಶ
ದಿಕ್ಕುಗಳ ನವ್ವಳಿಪ ಕೇಸರಿಯ ಚೂಣಿಗಳ
ಮಿಕ್ಕುಸೂಸುವ ತೂರು ಗಿಡಗಳ ಕಣಾಳಿಗಳ ಕೌರಿಡುವ
ಕೊಕ್ಕರಿಸುತೊಗುವತನಿಗೆಂಡದಿಂಡೆಗಳಸಲೆ[ಪೊತ್ತಿಗಗಳ॥
ಮುಕ್ಕುಳಿಸಿ ಮೊಗೆವ ಪೇರ್ಗಿಚ್ಚುಗಳ ಬೆಂಕಿ ಮೇ
ಲಿಕ್ಕಿದುದು ಹೆಂಸಧ್ವಜನ ಸೇನೆ ಬೆಂದು ಬೇಗುದಿಗೊಂಡು
[ದಾಕ್ಷಿಣದೊಳು॥

(b) ಪರಿಯಳಿಯನ ಬುಜಜಂ ಮೊಮ್ಮನಿಂದಿರೆ ಕುವರಿ
ಸುರಗಂಗೆ ಸತಿ ಸುರರಪೊರೆವ ಚಂದ್ರಂ ಸುತಂ
ಸುರಪತಿಗೆ ಸಕಲ ಸಿರಿಯಿತ್ತು ಗಿರಿಜೆಯ ತಮ್ಮನಂಕಾಯ್ದ
[ನೆನುತಲುಬ್ಬಿ।
ವರ ಮುನೀಶ್ವರ ನಿಂದೆ ಶರಧಿ ಜಮದಗ್ನಿ ಯರೊ
ಳಿರದೆ ಕಡುನೊಂದು ವಡಬಾಗ್ನಿ ಯಿಂದಳ್ಕುತಂ
ಪಿರಿದು ಭಂಗವನಾಂತೆನೆನುತಬ್ಧಿ ತಗ್ಗಿ ತಾಂ ಹಚ್ಚು ಕುಂದಿ
[ನೊಳೆಸೆದುದು॥

(c) ——— ಕಪುಲೋ ದರೋದ್ಭಾಸಿ ಭಾ
ಸುರಶುಕ್ಲ ಪಕ್ಷದಂತ ಹಿಕಲ್ಪದಂತೆ ಕವಿಸೇವಿತಂ ಗಗನ
ಧರಣಿ ಪಾಲಯದಂತೆ ಸುಮನೋಹರಂ ನಿಶಾ [ದಂತೆ।
ಚರವಂಶದಂತೆ ಮೂಲಾಕಾರ ಜನದಂತೆ [ಗೊಳಿಸಿತು ॥
ಹರಿಜನ್ನ ಭೂಮಿ ಗೋಕುಲದಂತೆ ವನದಂತೆ ತತ್ಸರಂಕಂ

2. ನೀಳ್, ತೂಳ್, ಆಸಗೊಳ್ಳು, ಅಂಬಿಸು, ಕೊನರು, ತೊನೆಯು, ಪ್ರತ್ಯವಾಯ, ವಿತರಣಶಾಲಿ, ಸಾಂಕರ್ಯದೋಷ, ತೂಷ್ಣೀಭಾವ, ಅನ್ಯಾಕ್ರಾಂತ, ಜಘನ್ಯ—ಇವುಗಳ ಅರ್ಥವೇನು ?

V. 1. " ಗರುಡಂ ಮರಾಳಂ ಗಜಂತಗರ್ಕೋಣಂ ನರಂನೆಗಳೆರಳೆ ಕುಂದುರೆಯೆತ್ತುಗಳೊಳ್ಳೆ ತಂದರು " - ಯಾರ್ಯಾರು ಯಾವ್ಯಾವ ವಾಹನದ ಮೇಲೆ ?

2. " ಬೆಟ್ಟವುಂ ಕೊಡೆವಿಡಿದು ಬಟ್ಟೆಯ ನೆನಲೀಯದವೊಲು ; " " ಸೀಗೆ ಯೊಳಗಣ ಬೂಳೆಯಂತೆ ;" " ಕಾರ್ಯಾರ್ಥಿಗಳಾದವರು ತಮ್ಮ ಕಾರ್ಯಕ್ಕೋಸ್ಕರ ಪರರಿಗೆ ವಿಶೇಷ ಲಾಭವಂ ಉಂಟುಮಾಡುವೆ ವೆಂದು ಹೇಳಿ ಕಾರ್ಯವಾದ ಬಳಿಕ ಅಜಯುದ್ಧದಂತೆ ಆಚರಿಸುವರು" - ಈ ಮಾತುಗಳನ್ನು ಯಾರು, ಯಾರಿಗೆ, ಯಾವ ಸಂದರ್ಭದಲ್ಲಿ ಹೇಳಿದರು ? ಅವುಗಳ ಅರ್ಥವೇನು ?

3. ಜೈಮಿನಿ ಭಾರತದಿಂದಲೂ, ಚನ್ನಬಸವ ಪುರಾಣದಿಂದಲೂ ಒಂದೊಂದು ಗಾದೆಯನ್ನು ಬರೆಯಿರಿ.

VI. 1. ಹಾಗಾದರೆ, ಎಲೈ ನೃಪನೇ, ಸಖ್ಯದಿಂದ ನಮ್ಮನ್ನು ಈಗ ನೀನು ಆದರಿಸಿ ಪಾರ್ಥನಿಗೂ ಧರ್ಮಜನಿಗೂ ಸಹಾಯವಾಗಿರಬೇಕು, ಎಂದು ಕೃಷ್ಣನು ಕೇಳಲು, ಆತನು ಪುತ್ರವಧೆಯ ದೆಶೆಯಿಂದ ಉಂಟಾದ ಶೋಕವನ್ನು ಬಿಟ್ಟು ಮಧುಸೂದನನಿಗೆ ಎರಗಲು, ಈತನು ಪುನಃ ಆತನನ್ನು ಹಿಡುಕೊಂಡು ಅಪ್ಪಿದನು-ಇದನ್ನು ಕಳೆಗನ್ನಡದಲ್ಲಿ ಬರೆಯುವದು.

2. ದಯಮಾಡ ಬೇಕೆಂದು ಹಸ್ತಲಾಘವನಿತ್ತನು ; ನಾದವು ಸಮಸ್ತ ಬಲಮುಖಿಳ ವಾದ್ಯಂಗಳ ನಿನಾದವುಡುಗಿತು ; ಮೈಮರೆದು ಬೀಳ್ವಂತೆ ಸಿಕ್ಕಿದಂ ಕಾಯದೋಳ್ನಾಯಕವನು - ಈ ವಾಕ್ಯಗಳಲ್ಲಿ ವ್ಯಾಕರಣ ವಿರುದ್ಧವಾದದ್ದಾಗಲಿ, ಸೂತ್ರಗಳಿಗೆ ಅಪವಾದ ಭೂತವಾದದ್ದಾಗಲಿ ಏನಿದೆ ?

3. ಮದುವೇ ಮಾಡಿಸು ; ಕರೇಕಳುಹಿಸು ; ನಾವು ಎಂಟು ದಿವಸಗಳಲ್ಲಿ ಬರುತ್ತಲಿದ್ದೇವೇ ಎಂದು ಬರೆಯತಕ್ಕದ್ದು. ಇಲ್ಲಿ ಗೀಟಿನ ಮೇಲಿರುವ ದೀರ್ಘಗಳಿಗೆ ಕಾರಣವೇನು ?

VII. 1. ಮಾಡು, ನೆಗಳ್, ಬಿಣ್ - ಇವುಗಳಿಂದ ಹುಟ್ಟಿದ ಹೆಳೆಗನ್ನಡ ನಾಮರೂಪಗಳನ್ನು ; ಬೀಯ್ಯದು, ಮಾಣದು, ಎಚ್ಚನು - ಇವುಗಳ ಧಾತುಗಳನ್ನೂ ಅವುಗಳ ಅರ್ಥವನ್ನೂ ; ವಸುವಂತಿ, ಪನ್ನಗ, ಪೊರಳ್ವಿನಂ, ನಿಟ್ಟುಸುರು, ಶಿಲೀಮುಖ, ಕೋಮಟಿಗ - ಇವುಗಳ ಅವಯವಾರ್ಥವನ್ನು ; ಗೂಬೆ, ಹುಬ್ಬೆ, ಸವತಿ, ಪಲ್ಲಂಗ, ಮೊಕ್ತಾ, ಪಡಿಯಾರ - ಇವುಗಳ ತತ್ಸಮಗಳನ್ನು ; ಹುಟ್ಟು ಗುರುಡ, ಅಲರ್ಗಣ್ಣು, ತುರಕರು, ಎಳೆಗಂದಿ - ಇವು ಯಾವ ಸಮಾಸವೆಂಬದನ್ನು ಬರೆಯಿರಿ.

2 "ಸಾಕಲ್ಯಾರ್ಥವನ್ನು ಹೇಳ ಬೇಕಾದರೆ ಒಂದು ಶಬ್ದಕ್ಕೆ ಜೋಡಾದಂಥ ಮತ್ತೊಂದನ್ನು ಶೇರಿಸುತ್ತಾರೆ." ಇದಕ್ಕೆ ಉದಾಹರಣೆಯಾಗಿ, ಪಲ್ಯ - ಮನೆ - ಹೆಣ್ಣು - ನೀರು - ಇವುಗಳಿಗೆ ತಜ್ಜಾತಿ ಶಬ್ದಗಳನ್ನು ಜೋಡಿಸಿರಿ.

VIII. 1. ಮೇಲ್ಕಾಣಿಸಿದ iv 1 (a), (b), (c) ಈ ಪದ್ಯಗಳಲ್ಲಿರುವ ಅರ್ಥಾಲಂಕಾರಗಳನ್ನೆಲ್ಲ ಲಕ್ಷಣ ಸಮನ್ವಯವಾಗಿ ಬರೆಯಿರಿ.

2. ನಿಲಯ ಕಾನೇಂಪೊಗುವೆ ನುಳಿದು ನಿನ್ನನು ಮಗುವ
ಸಲಹುಬಾ ನವ್ಮಯ್ಯ ಮಾತಾಡು ದವ್ಮಯ್ಯ
ಬಳಳಿಸದಿರೈ ತವ್ಮನೊವ್ಮೆ ನೋಡೈ .....

ಈ ಪ್ರಾಸವು ಸರಿಯಾಗಿದೆಯೋ ?

3. ಇಂತು - ಎನುತ - ಆದಿವೃಷಭನು - ನುಡಿಯಲು - ಎವುಗೆ - ಅಧಿಕ - ಸಂತೋಷವು - ಉದಿಸಿ - ನಂದೀಶ - ನೀನು - ಪೆರನೆ - ನವ್ಮ - ಅಂತರಂಗದಲ್ಲಿ - ಇದ್ದ - ನಿರ್ಮಲಿನ - ಧರ್ಮ ಸ್ವರೂಪಂ - ದ್ವಿತಿಯ ಕಂಭಂ. ಇದರಲ್ಲಿ ಅಗತ್ಯವಿರುವ ಬದಲಾವಣೆಗಳನ್ನು ಮಾಡಿ ವಾರ್ಧಿಕ ಷಟ್ಪದಿಯ ಮೊದಲಿನ ಮೂರು ಪಾದಗಳಾಗಿ ಬರೆಯಿರಿ.

SATURDAY, 17TH DECEMBER, 10 A.M. TO 1 P.M.

KANARESE: TRANSLATION AND COMPOSITION.

I. Translate into Kanarese: [See Urdu Translation paper, page cxxv.]

II. Translate into English:

1. ಕಾಳಗಕೆ ಮುಂಕೊಂಡು ನಡವರಾರಿನ್ನು ತಮು
ಗೊಳಿಗವನಿತ್ತು ಬೆಸಸುವರುಂಟೆ ನೀನ ಕ
ಟ್ಟಾಳೆಂಬರೀಗಳಿಂತಳಿದಪರೆ ದಾತಾರ ವೀರ ಸುಕುಮಾರ ಧೀರ।
ಕಾಳಾದುಂದಕಟ ಚಂಪಕನಗರದರಸುಗಳ
ಬಾಳುವೆ ಮಹಾದೇವ ಹಾ ಯೆಂದೊರಲ್ದು ಪಡೆ
ಗೋಳಿಟ್ಟುದಾನೆ ಕುದುರೆಗಳೊರೆವ ಕಂಬನಿ ಬಳಲ್ಗಿವಿಗಳಂ
[ಜೋಲ್ದವು.

2. ಕಡಿದೊಣಗಿದಖಿಳ ವೃಕ್ಷಂಗಳೊನರ್ತವೆ
ಲ್ಲೆಡೆಯೊಳುಂ ಬರಡುಗಳೊಡವಾಲ್ಗಳಂ ಕರೆಯ
ತೊಡಗಿದವು ಕಗ್ಗಲ್ಗಳೊಸರಿತಾ ಕೊಯ್ದ ಫಲತತಿ ಮುಗುಳೆ
[ಫಲವಾದವು।
ಸಡಗರದೊಳಂ ಶಿವಾಲಯದ ಕಲ್ಬೊಂಬೆಗ
ಳ್ನಡದು ನರ್ತಿಸುತಿರ್ದವಾಕ್ಷಣಂ ಜೈನರೆದೆ
ಯೊಡೆವುತಿರ್ದುದು ಷಟ್ಸ್ಥಲ ಬ್ರಹ್ಮಭೂತಳ ದೊಳವತರಿ
[ಸಲೇ ನೆಂಬೆನು.

3. ಚಂದ್ರಗುಪ್ತನು ಸಕಲಾಶೆಯಂ ಬಿಟ್ಟುಪೋದವನಾದುದರಿಂದ ತನಗೆ ಆದಷ್ಟು ಆಗಲಿ, ತಮ್ಮ ಪುರದೇಶಗಳು ಅನ್ಯಾಕ್ರಾಂತವಾದರೆ ಸಾಕು, ತನ್ನ ವೈರಿಗಳಾದ ಜ್ಞಾತಿಗಳು ತನ್ನಂತೇ ಆಗಬೇಕೆಂಬುವದು ಆತನ ಮನೋಗತವಾಗಿದ್ದೀತು; ಆ ಪರ್ವತೇಶ್ವರನ ಒಡಂಬಡಿಸುವಲ್ಲಿ ಎಷ್ಟು ಧನರಾಜ್ಯಗಳಂ ಕೊಡುವೆನೆಂದು ಹೇಳಿ ಕರೆದುಕೊಂಡು ಬಂದನೋ ತಿಳಿಯಕೂಡದು; ಇದರಿಂದ ಅಶಕ್ತರಾದವರು ಮೊದಲು ಸಂಧಿಗೆ ಮಾತನಾಡ ಬೇಕಲ್ಲದೆ ನಮ್ಮಂಥಾವರು ಸಂಧಿಗೆ ಮಾತನಾಡಕೂಡದು; ಧನಹೀನನಾದ ವಿಪ್ರನವಾಕ್ಯಕಲ್ಕಕ್ಕೆ ಮೋಹಿತನಾಗಿ ಪರ್ವತೇಶ್ವರ ಬಂದಿರಬೇಕು; ಭೇದವಂ ಕಲ್ಪಿಸಿ, ಕಾದ ಕಬ್ಬಿಣವಂ ಕಬ್ಬಿಣದಿಂ ಪ್ರಹರಿಸಿ

ಕಾರ್ಯಕ್ಕೆ ಉಪಯೋಗಿಸಿಕೊಂಬಂತೆ ಶತ್ರುಗಳವೇಲೆ ಮತ್ತೊಬ್ಬ ಶತ್ರುವಂ ನಿಲ್ಲಿಸಿ, ಪರಸ್ಪರ ವಿರೋಧವಂ ಗಂಟಿಕ್ಕಿ, ಪೂರ್ವಶತ್ರುಗಳ ನಿಗ್ರಹಮಾಡಿಸಿ, ಅನಾಯಾಸಲಬ್ಧವಾದ ಜಯದಿಂದ ನಾವು ಸುಖಿಗಳಾಗಬೇಕು.

4. ಆವುದು ತನ್ನ ನಾಡು ಮತಿವೆತ್ತಗೆ ಮಾನಿಗೆ ಬೇರೆ ನಾಡುವೇ।
ಣಾವುದನಾಂಪನಾ ವಿಷಯಮಂ ರಚಿಪಂ ನಿಜಶಕ್ತಿ ಲಬ್ಧಮಂ।
ಆ ವುಗುದಾಡೆ ಕೈದುವಧಟಂ ಪುಗುಗುಂ ಹರಿ ಕಾನನಂಗಳ।
ಲ್ಲಾ ವನದಲ್ಲಿಯೆ ತಣಿಗುಮಾನೆಯು ರಕ್ತದಿನಲ್ತೆ ಸನ್ಮತೀ॥

Give idiomatic expressions in English for the following:

1. ನಡೆದು ಹೋದ ಮಾತಿಗೆ ನುಡಿದು ಫಲವೇನು ?
2. ಮಳೆಗೆಹೆದರಿ ಹೊಳೆಯಲ್ಲಿ ಬಿದ್ದಾ.
3. ಮಂಗನಕೈಯಲ್ಲಿ ಮಾಣಿಕ್ಯಕೊಟ್ಟಂತೆ.
4. ಹಾಸಿಗೇ ಅರಿತು ಕಾಲ್ನೀಡಬೇಕು.

III. Write in Kanarese an essay on "The cultivation of the powers of observation."

"ಲಕ್ಷಿಸಿನೋಡುವ ಶಕ್ತಿಯನ್ನು ವೃದ್ಧಿಪಡಿಸೋಣ" ವನ್ನು ಕುರಿತು ಕನ್ನಡದಲ್ಲಿ ಒಂದು ಉಪನ್ಯಾಸವನ್ನು ಬರೆಯಿರಿ.

FRIDAY, 16TH DECEMBER, 2 TO 5 P.M.

MALAYALAM: TEXT-BOOKS AND GRAMMAR.

I. 1. ತ್ರಿಗ್ಮಿಣಿ ಪರಿಣಯತ್ತಿಲ್ ಪ್ರಥಮಸರ್ಗ್ಗತ್ತಿಲ್ ತ್ರಿಗ್ಮಿಣಿಯെ കാമാതുരയായി വർണ്ണിച്ചത ശരിയല്ല എന്ന ഒരു അഭിപ്രായമുണ്ട. ഇതിനെക്കുറിച്ച നിങ്ങളുടെ അഭിപ്രായമെന്താകുന്നു ?

2. ഹരിശ്ചന്ദ്രൻെറ പ്രധാനഗുണങ്ങളെന്ത ? വായിച്ച ഭാഗത്തുനിന്ന ദൃഷ്ടാന്തപ്പെടുത്തുക.

3. നവരസങ്ങളിൽ പ്രധാനമായി എതെല്ലാം ബകവധം കഥകളിയിൽ ഉണ്ടെന്നു കാരണസഹിതം പറയുക.

II. 1. ഹരിശ്ചന്ദ്രൻെറ സ്വപ്നവും സ്വപ്നാർത്ഥവും എഴുതുക.

2. "വസുന്ധരാദി സർവ്വവും കൌശികനാമാവാം തപോധനനു നൽകിനേൻ" ആദി ശബ്ദാർത്ഥത്തെ പൂരണംചെയ്യുക.

3. താഴെ എഴുതുന്നവ നിങ്ങളുടെ ഗ്രന്ഥങ്ങളിൽ ഏതു സന്ദർഭങ്ങളിലാണ വായിച്ചിട്ടുള്ളതു ? [ലെ

(a) തൈലത്തിൽ കത്തുമഗ്നിസലിലം കൊണ്ടെന്നപൊ
ജ്വലിക്കുമേററവും ദുഷ്ടജനങ്ങൾ ശാന്തതകൊണ്ടു.

(b) ഓത്താലൊ വിധിമതന്നെത്താൽ
തടുത്തീടാനുന്നുത്തികൾക്കു മസാദ്ധ്യം.

(c) പഞ്ചാസ്യപ്പടയെപ്പുൽകാൻ
വഞ്ചുകം വാഞ്ഛരിക്കുംപോലെ.

III. 1. മനസ്സ്, പ്രാണൻ, വാക്കു, ഇവയുടെ ഉത്ഭവം അല്ലെങ്കിൽ സ്വഭാവം എന്തു ?

2. സാത്ത്വിക രാജസ താമസ ഗുണങ്ങൾ-സപ്തോപായങ്ങൾ-ഷഡ്രസങ്ങൾ, ഇവ ഏവ ?

3. വൈരാഗ്യ ചന്ദ്രോദയത്തിൽനിന്നു നാലു സദാചാര വാക്യങ്ങളെ എഴുതുക.

IV. 1. താഴെ എഴുതിയതിൽ കീഴിൽ വരച്ചിട്ടുള്ള പദങ്ങളെ വ്യാഖ്യാനിക്കുക :

(a) ശരീരസാദത്തിനു കാമിനാമിമൌ
ശരാധികൌമന്മഥപാശതാംഗതൌ

(കൈകളുടെ വർണ്ണന.)

(b) ചിത്രമപ്പുരിവൈചിത്ര്യം കാണ്മതിനു പാത്താൽ
സൂത്രാമാവിനും പോരാനേത്രങ്ങൾക്കുനാം

(c) കപിതൻ സതുദേവകിസുതൻ കടിലൻ

(d) നസഖാസ്യനുപേക്ഷു കോപിവാസ സതീനാമ പി
ധർമ്മഭേദകഃ

2. (a) പ്രണാശകം, നാകം, വൃത്രാരി ഭദ്രാസനകാ ദ്ധാ
ഭാക്.

(b) സത്തമൻ, സസുഖം വാണു, വസുദേവസുതൻ സ
നിർഗ്ഗുണൻ സത്താമാത്രാത്മാ.

ഇവയിൽ കീഴിൽ വരച്ചിട്ടുള്ള ഭാഗങ്ങളുടെ അർത്ഥം പറയുക.

V. താഴെ എഴുതുന്നവയുടെ അർത്ഥം വിശദമാക്കി എഴുതുക :

1. വണ്ടുകൾ തദന്തർമുഖാംബുജം
കണ്ടുകണ്ടുബതനിർണ്ണയിച്ചിതു
ഉണ്ടിതിൽ സുഖമിരിപ്പു രണ്ടുതാൻ
ഉണ്ടുകൊണ്ടു മധുനഃ കലാദിതി.

2. ദാനാനി യജ്ഞാനപി ചേത്തുകൊണ്ടാൽ
ഭാനോഃ പരബ്രഹ്മണിചേർന്നുകൊള്ളാം.

3. മൃത്യുവന്നടുത്തീടുമ്പോൾ സൂക്ഷ്മദേഹം
ചന്ദ്രഭാവം വെടിഞ്ഞൊന്നായി ലയിക്കേണം.

4. മുടിയുട യമനടുവിലതി വടിവുവെറുമരി
മണിതിരുവടി നരേന്ദ്രമുടിയോടും.

5. മിഥഃ, നവരി, പ്രജ്ഞാട്ടശഃ, ബാഡവൻ, കചകഷായ
സുഗന്ധപരമ്പരാ, വശാസലിലക്രമണാ, അക്കവം
ശവാരിധിചന്ദ്രൻ.

VI. 1. ഉല്ലേക്ഷ, അതിശയോക്തി ; രൂപകം, അപഹ്നുതി ; സമാസോക്തി, ഗ്രന്ഥോക്തി ; ഇവ തമ്മിലുള്ള വ്യത്യാസമെന്തു ?

ഉപമേയോപമാലങ്കാരത്തിന്ന വായിച്ചതിൽനിന്ന ഒരു ഉദാഹരണം എഴുതുക.

2. കൊല്ലാതെ കൊല്ലുന്നവൻ ; ചന്ദ്രികകയും ന്ദങ്ങളും ചേർന്നിട്ടുന്നനിന്റെ മന്ദഹാസ രദനങ്ങളെന്നപോലെ. ഇവകളിലുള്ള അലങ്കാരങ്ങളെ വിവരിക്കുക.

VII. 1. തസ്മിൽപ്രത്യയാന്ത മവ്യയം, ഭാവെപ്രയോഗം, സതിസപ്തമി, ദണ്ഡകം. ഇവക്കു വായിച്ച ഗ്രന്ഥങ്ങളിൽനിന്ന ഓരൊ ഉദാഹരണം എഴുതുക.

2. സന്ധിയിൽ ഒ + അ, അ + ഇ, എ + ഇ, ഇവ എങ്ങിനെയാകും ? ദൃഷ്ടാന്തപ്പെടുത്തുക.

3. ഇതരെ തരയോഗം-ദ്ധ്വനി - അലുക്ക് സമാസം - ഇവ എന്തു ?

4. കർമ്മത്തിൽ ക്രിയ പണ്ടുമലയാളഭാഷയിൽ ഉണ്ടായിതുന്നില്ലെന്നും യൂറോപ്പ്യ വിദ്വാന്മാർ നടപ്പാക്കിയ താണെന്നും ചില വിദ്വാന്മാർ പറയുന്നു. ഈ അഭിപ്രായം ശരിയൊ ?

VIII. ഇങ്കിലീഷ്, സംസ്കൃതം, മലയാളം കിളിപ്പാട്ട, ഇവകളിൽ കവിതാരീതികളിലുള്ള സാമ്യതയേയും വ്യത്യാസത്തേയും വിവരിക്കുക.

IX. 1. സജാതമാത്രസ്സ ജലാഭ്രസപ്രഭ
സ്സജാതവൃത്തായ തപീനദോർബ്ബലഃ
പ്രോത്ഥായ സഭ്രപ്രണി പത്യപാണ്ഡവം
പ്രോവാചവാചം പിതരം കൃതാഞ്ജലിഃ.

2. തസ്മാദമിഷ്ടാന്ധരണിപതീനാം
അസ്മാകമുണ്ടോഗ തിരുക്കുറാഗാ
നസ്മാരസാപാവയമൊന്നുകൊണ്ടും
ഭസ്മീഭിരാമാ ഇവഭാഗ്യവന്തഃ.

3. ക്ഷോണീനാഥ നിരോധയാകിയമഹാവാണീനഭോമണ്ഡലാൽ
ചേണാന്നീടിനമോഹമെന്നൊരുജഗൽപ്രാണൻപുറപ്പെട്ടുടൻ
വേണംവണ്ണ മടിക്കയാൽ സചിവനാംക്ഷോണീതുഹം വീണതെ
ക്കണ്ണെഴ പതിപാണപാശ മതിനാൽ പേണിപ്പറഞ്ഞാഭ്ര
നിഭം.

ഇവയുടെ അർത്ഥം സാധാരണ മലയാളത്തിൽ എഴുതുക.

1. ൻെറയും 2. ൻെറയും അന്വയവും എഴുതുക.

SATURDAY, 17TH DECEMBER, 10 A.M. TO 1 P.M.

MALAYALAM: TRANSLATION AND COMPOSITION.

I. Translate into Malayalam : [See Urdu Translation paper, page cxxv.]

II. Translate into English :

1. കമ്പം പൂണ്ടതി ഭൈരവാരവമൊടും വമ്പിച്ച ഭാവത്തൊടും
ഡംഭംതേടി നപഞ്ചവക്ത്രകലവുംകംഭീന്ദ്രവൃന്ദങ്ങളും
മുമ്പിട്ടാശ്രുവരുന്ന തങ്ങുസചിവൻ കണ്ടിട്ടു ശീഘ്രം ഭ്രമാൽ

ജംഭാരിക്ക സമാനനായ ഭൂപനൊടെ വംപറഞ്ഞീടി
നാൻ.

2. ചോരനെന്ന പോലെവന്നിരുന്നി പാചേലയഴിച്ചില്ലെ
നാരിമാര തായോരിവരുടെ കോലമഴിച്ചില്ലെ
ചാരവന്നിരന്നവക്ക ചെറുതുമിടാതെ കഴിച്ചില്ലെ
സൂര്യവംശ ജാതരാരു മിങ്ങിനെ നേരഴിച്ചതില്ലെ.

3. സാഹസം ചെയ്യരുതൊട്ടും ചിന്തിയാതെ ബാല
സാഹസമാപത്തിന്നധിവാസ മെല്ലൊ
സന്തതം വിവേകശാലിയായ വന്നു മുററും
ചിന്തിതകാര്യം സാധിക്കാമെന്നറിക.

4. ചന്ദ്രവംശജലനിധി ചാതുർന്തങ്ങളാം
ചന്ദ്രികാവിശദസ ഹജ്ജാതു കീർത്തിയുള്ളോർ
ചിന്തചെയ്യുന്നവരുടെ ചീർത്തപാപജാലം
ചന്തമോട കുറവീടുവോർ കീർത്തികൊണ്ടുനിത്യം

ഉന്മദനാം ഉയ്യോധന ഉന്ന്യായേന കാട്ടിൽ
ധർമ്മസുതാദികൾ മുനിധർമ്മമാചരിച്ചു
ഇന്ദുമൌലി സേവചെയ്യാ നിന്ദ്രജൻ പോയപ്പോൾ
മന്ദതയകന്നു തിർത്ഥവൃന്ദാടനം ചെയ്തു.

5. ഗ്രഹിച്ചുകൊൾ വാനഖിലജ്ഞ തത്വം
ഗ്രഹീവിഭോ ചൊന്നതു മേവം
ഇഹാസ്തിചെല്ലുന്ന മംഗലംതൽ
സഹിക്കവേണം ഭഗവന്മഹിഷ്ണ.

III. Write in Malayalam an essay on "The cultivation of the powers of observation."

അവലോക നശക്തിയെ വർദ്ധിപ്പിക്കൽ.

FRIDAY, 16TH DECEMBER, 2 TO 5 P.M.

URIYA: TEXT-BOOKS AND GRAMMAR.

I. ନିମ୍ନଲିଖିତ ବାକ୍ୟମାନଙ୍କର ବିଶଦ ବ୍ୟାଖ୍ୟା କର :

1. ପ୍ରତ୍ୟକ୍ଷ ଦେବତାସ୍ୱରୂପା ସ୍ନେହମୟୀ ଜନନୀ ପ୍ରାଣାପେକ୍ଷା ପ୍ରିୟ-ତର ପୁତ୍ରର ଶୁଭସାଧନ ନିମନ୍ତେ ଯେ ପ୍ରକାର ଯତ୍ନପ୍ରକାଶ ଓ କ୍ଲେଶ

ସ୍ୱୀକାର କରି ଥାନ୍ତି ତାହା ସ୍ମରଣ ହେଲେ କେଉଁ ବ୍ୟକ୍ତିର ଅନ୍ତଃକରଣରେ ଭକ୍ତି-ରସ ପ୍ରକାଶିତ, ନୟନ ଦ୍ୱୟରୁ ଅଶ୍ରୁଜଳ ବିଗଳିତ ଆଉ ସର୍ବାଙ୍ଗ ଲୋମାଞ୍ଚିତ ନ ହୁଏ ?

2. ପ୍ରବାଳ କୀଟର ଏହି ଚିତ୍ର-ଚମତ୍କାରିଣୀ ମହୀୟସୀ କୀର୍ତ୍ତି ପର୍ଯ୍ୟାଲୋଚନା କରି କରି ବିସ୍ମୟ ସାଗରରେ ନିମଗ୍ନ ହେବାକୁ ହୁଏ ।

3. ଏତଦ୍ଦେଶୀୟ ବିଷୟୀ ଲୋକେ ଯେଉଁ ସମସ୍ତ ଔପାଧିକ ଲାଭଦାୟିକା ଅର୍ଥକରୀ ବୃତ୍ତିକୁ ପ୍ରଧାନ ବୃତ୍ତି ବୋଲି ଜାଣନ୍ତି ସେହି ସମୁଦାୟ କେବଳ ତୁଚ୍ଛ ଓ ନିନ୍ଦନୀୟ ।

4. ଏହିପରି ଚକ୍ରସ୍ୱଭାବ ଚୁଚୁଣ୍ଡ ଚୁଚେର ବିଚଳିତପ୍ରସ୍ଥିତ ବିରୁପକରଣ ଭଣ୍ଡ ଲଜ୍ଜାସ୍ପ ପରଧନାପହାରୀ ବିଭବଶାଳୀ ଧନାଢ୍ୟ ଲୋକଙ୍କର ସ୍ୱର୍ଣ୍ଣପାତ୍ରୀରୁ ମୌଗନ୍ଧ-ପରିପୂର୍ଣ୍ଣ ସୁସ୍ନିଗ୍ଧ ଭୋଗ ଅପେକ୍ଷା ସହସ୍ର ଗୁଣ ବିଶୁଦ୍ଧ ଓ ତୃପ୍ତିକର ।

5. ଆମ୍ଭେ ବାଲକପରି ବେଳା ଭୂମିରୁ ଉପଲଖଣ୍ଡ ସଙ୍କଳନ କରୁ ଅଛୁଁ କିନ୍ତୁ ଜ୍ଞାନ ମହାର୍ଣ୍ଣବ ଯୁଗ୍ମୋଖରେ ଅକ୍ଷୁଣ୍ଣ ରହିଅଛି ।

II. (କ) ହାୟାର୍ଲେମ ନଗର-ନିବାସୀ କୋସ୍ଟର କପର ମୁଦ୍ରାବିଦ୍ୟା ଉଦ୍ଭାବନ କରିଅଛନ୍ତି ତହିଁର ଉଲ୍ଲେଖ କର । (ଖ) ସେଫର ଷ୍ଟାନ୍ ହୋପ ଏବଂ ନୌଗ ସାହେବଙ୍କଦ୍ୱାରା ମୁଦ୍ରା ଯନ୍ତ୍ରର କ୍ରମପରେ ଶ୍ରୀବୃଦ୍ଧି ହେଲା ବର୍ଣ୍ଣନା କର । (ଗ) କୁଚେଲ ସାହେବ କେଉଁ ପ୍ରୟୋଜନସାଧନାର୍ଥ ବ୍ୟୋମଯାନ ବ୍ୟବହାର କରି ଥିଲେ ବର୍ଣ୍ଣନା କର । (ଘ) ଲିଉଲର ଗଣିତ-ବେତ୍ତାଙ୍କର ସଂକ୍ଷିପ୍ତ ଜୀବନ-ଚରିତ ଲେଖ ।

III. (କ) ଆଲେୟା କପର କାତ ହୁଏ ? (ଖ) ବୃହସ୍ପତି, ଶନି, ହର୍ଶେଲ ଏବଂ ନେପଚ୍ୟୁନ୍ ଏମାନଙ୍କ ପ୍ରତ୍ୟେକର କେତୋଟି ଲେଖାଏ ଉପଗ୍ରହ ଅଛନ୍ତି ? (ଗ) ବାୟେଲର ଧୂମକେତୁର ବିବରଣ ଲେଖ ।

IV. (କ) ନିମ୍ନଲିଖିତ ପଦ୍ୟମାନଙ୍କର ବ୍ୟାଖ୍ୟା କର

1. ଅନନ୍ତ ମାନସ-କମଳ ବାସିନୀ, ଦିବ୍ୟ ଜ୍ଞାନମୟୀ ଅମୃତ ଭାଷିଣୀ, ବିଧାତାର ବାଣୀ ବିଶ୍ୱ ବିମୋହିନୀ, କ୍ଷଣେ କୋଟି ବିଶ୍ୱ ସୃଜନ କାରଣୀ, ଚିରାନନ୍ଦମୟୀ ଅରୂପଧାରିଣୀ, ନିତ୍ୟ ନବ ନବ ସୃଷ୍ଟି ପ୍ରକାଶିନୀ, ଆସ ମା ଭାରତୀ ଭାରତ ଧାମେ ।

2. ନିରେଖିବା କୁସୁମ-ନିକର, ଭ୍ରମରେ କବି-ସମ୍ବଳ ରମ୍ୟ କୁମୁଦ କମଳ, ଅସିତା ଅପରାଜିତା ମାଳତୀ ସୁନ୍ଦର, ସୁକୁମାର ଶେଫାଳିକା ଧବଳ ଠଗର ।

3. ଉଠ ଉଠ ମହାରାଜ୍ଞୀ ଶୂରକୁଳ, ଆର୍ଦ୍ର କର ମହୀ ଶ୍ରୟ ରକ୍ତେ, ନନ୍ଦୀ ମହାବୀର ତ୍ରିଶୂଳୀ ତ୍ରିଶୂଳ, କରେ ଯେନ ଯିବେ ଆମ୍ଭ ସଙ୍ଗତେ, ସ୍ମର ବେଦ ବନ୍ଦ ପଣ ରଣସ୍ଥଳେ, ତ୍ରିଶୂଳର ଛାୟା ବେଧ ଆକାଶେ, ଧୂମକେତୁ ପ୍ରାୟେ ଭୟଙ୍କର କ୍ଷଳେ, ଧୂମକେତୁ ଏହା ଶ୍ରୟ ବକାଶେ ।

4. ବିଷ୍ଣୁ ପ୍ରାୟେ ନୀଳ ମାରବର, ବନମାଳା ପ୍ରାୟେ ରୂପ ଇନ୍ଦ୍ର, ଯା ବେହେ ଶୋଭିଲ ଯା କୋଳେ ଥରଇ, ଚପଳା ଅବଳା ବୀପି ଅମ୍ବର, ଶ୍ୟାମ ସ୍ମିତ୍ରମ ସମ ସୁନ୍ଦର । ସେ ଘନ ଉତ୍ତୁଂଗ ଶିଖର ଶିଖରେ, କନ୍ଦର ଝଙ୍କାର ନାଦେ ଗଭୀରେ, ତାକୁ ପୃଥ୍ୱୀସନେ, ଯେନ ବ୍ୟୋମାଙ୍ଗନେ, ଯେବେ ତୁ ଉଠୁ, ମୋହନ ମନ୍ଦରେ ସ୍ପୁରଇ ଖଗେନ୍ଦ୍ର ଛବି ରୁଚିରେ ।

5. କୁଶ ସମିଧ ପୂତ ହୋମ ସାଧନ, ଆହରିବା ଆଶୟେ ଭ୍ରମୁ କାନନ, ମୁରୁଣ କବି ବୃଦ୍ଧ ମୁନି ଈଶ୍ୱର — (ଗହନ ବନେ ଶ୍ରୀର ନିଷାଦ ଶର-ବିଦ୍ଧକ୍ରୌଞ୍ଚ ବିହଙ୍ଗ ଅବଲୋକନେ, ଶୋକ ଉଚ୍ଛ୍ୱାସ ଯାର ବହିଣ ସନେ, ଶ୍ଳୋକ ରୂପେ ମୋହିଲା ସବ ଅବନୀ) ଚକିତେ ଶୁଣିଲେ ସେ କ୍ରନ୍ଦନଧ୍ୱନି । (ଖ) 2 ଓ 4 ଚିହ୍ନିତ ପଦ୍ୟମାନେ କେଉଁ ଅଳଙ୍କାର-ଯୁକ୍ତ ଯୁଣି 3 ଚିହ୍ନିତ ପଦ୍ୟରେ କେଉଁ ଭାବ ଅବା ରସର ଉଦୟ ହୁଅଇ ?

V. (କ) ନିଜ ସିତର ବିଳାପ କେଉଁ ଇଂରାଜି ପଦ୍ୟର ଅନୁବାଦ ? (ଖ) "ଶୁଣିଅଛୁ ଯୋଧେ ଦୁର୍ଗ ବିଜୟ କଥା, ଶୁଣିତ ଅଛୁ ତା ଧୀର ସାହସ, ନାରୀ ହୋଇ ଯୁଦ୍ଧେ ବେଳ ବ୍ରଜ ମଥା, ଜୀବନ୍ତେ ନ ହେଲା ଯବନ ବଶ ।" ଉପରିଲିଖିତ ପଂକ୍ତି-ଦ୍ୱୟରେ ଉଲ୍ଲିଖିତ ହେବା ଐତିହାସିକ ବୃତ୍ତାନ୍ତ ସଂକ୍ଷେପରେ ଲେଖ । (ଗ) ବେଣୀ-ସଂହାର ଶବ୍ଦର ଅର୍ଥ କଅଣ ? କତିପୟ ପଂକ୍ତିରେ ଏହି କଥା ବିବୃତ କର । (ଘ) "ନିଜ ନନ୍ଦା ଶୁଣି ପାର୍ଥ ହେଲେ ନିରୁତ୍ତର, ବାସୁଦେବ ନନ୍ଦା ଶୁଣି ରୁଷିଲେ ଆବର, ବିଜୟ ଗାଣ୍ଡିବେ ବୀର ଚଢ଼ିଲେ ସାୟକ, ଧରିଲେ କିରୀଟି କର ରୁକ୍ମିଣୀ ନାୟକ ।" ନିଜ ନନ୍ଦା କଅଣ ଯୁଣି ବାସୁଦେବ ନନ୍ଦା କଅଣ ? (ଙ) "ଅଥବା ଅବନୀବର ବନେ ରଚିତ, ଚନ୍ଦନ ରଚନା କୃଷ୍ଣ ଅଗୁରୁ ମିଶ୍ରିତ । ବି ଅବା ଯେମନ୍ତ

ପ୍ରାୟେ ସୁନୀଳ ଗଗନ, ଶୁଭ୍ର ଶରଦଭ୍ର ରୂପେ ବିଶାଳ ଶୋଭନ । ଅବା ଧଳା ଭସ୍ମ ବୋଳା ଶଙ୍କର ଶରୀର, ଅପିତ ଉରଗେ ଯଥା ଗ୍ରଳଇ ରୁଚିର ।" ଏହି ଉପମାମାନଙ୍କରେ କେଉଁ ସ୍ଥାନର ବର୍ଣ୍ଣନା ହୋଇ ଅଛି ? ଏହି ବର୍ଣ୍ଣନା ସମ୍ବନ୍ଧରେ କବିଙ୍କର ଆହୁରି ଯୋଡିଏ ଉପମାର ଦୃଷ୍ଟାନ୍ତ ଦେଖାଅ । (ଚ) ସେ କାଳେ ସୁମନ୍ତ୍ର ଅଶ୍ରୁପୂର୍ଣ୍ଣ ଲୋଚନରେ, ଅବାଇଣ ମୋ ଆଡ଼କୁ ମ୍ଳାନ ବଦନରେ । କୈକେୟି ! ଫଳିଲା ଏବେ ତୁମ୍ଭ ମନୋରଥ, ଏମନ୍ତେ ଭାବିଲେ ଦୁଃଖେ ବାହୁଡ଼ାଇ ରଥ । ଏହି ପଂକ୍ତିମାନଙ୍କରେ ସୂଚିତ ହେବା ବିଷୟର ଉଲ୍ଲେଖ କର ।

VI. (କ) ଦିନକରେ ଜଣେ ବିଲାତି ରଣଜିତ ସିଂହଙ୍କ ସହରେ ଗଣ୍ଡେ ଭାରତବର୍ଷର ମାନଚିତ୍ର ଦେଖାଇଲା । ମହାରାଜ ମାନଚିତ୍ର ମଧ୍ୟରେ କେତେକ ସ୍ଥାନ ଲୋହିତ ରଙ୍ଗରେ ରଞ୍ଜିତ ଥିବାର କାରଣ ପଚାରିଲେ । ଚିତ୍ରକାରଟି କହିଲା—ମାନଙ୍କ ରାଜ୍ୟର ଚିହ୍ନ । ମହାରାଜ କହିଲେ । ପରିତ୍ୟକ୍ତ ପଦମାନ ସନ୍ନିବିଷ୍ଟ କରି ଶେଷୋକ୍ତ ବାକ୍ୟଦ୍ୱୟ ପୂର୍ଣ୍ଣରୂପରେ ଲେଖ । (ଖ) କେଉଁ ଯୁଦ୍ଧରେ ଇଂରାଜମାନେ କର୍ଣ୍ଣାଟର ଆଧିପତ୍ୟ ପ୍ରାପ୍ତ ହେଲେ ପୁଣି ସେହି ଯୁଦ୍ଧକୁ ଅନ୍ୟ କେଉଁ ଲାଭକର ଯୁଦ୍ଧର ସହିତ ତୁଳନା କରି ଯାଇ ପାରେ ? (ଗ) ଆଦିମ ହିନ୍ଦୁମାନଙ୍କର ସଭ୍ୟତା ଓ ପାଣ୍ଡିତ୍ୟର ସଂକ୍ଷିପ୍ତ ବର୍ଣ୍ଣନା ଲେଖ ।

VII. (କ) ନିମ୍ନଲିଖିତ ବାକ୍ୟମାନଙ୍କରେ ବିଭିନ୍ନ ପଦମାନଙ୍କୁ ସାଧ୍ୟାନୁସାରେ ସମସ୍ତ-ପଦରେ ପରିଣତ କରି ବାକ୍ୟଗୁଡ଼ିକୁ ପୁନର୍ବାର ଲେଖ :—

ଶିମେ ଫରାସିମାନଙ୍କର ଶସ୍ତ୍ରିବଳ ନିଜ ପଟ୍ଟଶ୍ରେଣୀକୁ ବେଷ୍ଟନ କଲେ । ତେତେବେଳେ ପଟ୍ଟଶ୍ରେଣୀ ସମୀପବର୍ତ୍ତୀ ସମୁଦ୍ରତୀର ସୁଦ୍ଧା ଇଂରେଜ ସୈନ୍ୟମାନଙ୍କର ଅଧିକୃତ ହେଲା ; ସୁତରାଂ ଜଳ ଓ ସ୍ଥଳ ସବୁ ଆଡ଼େ ନିରୁଦ୍ଧ । ବଗଲରେ ସାହାଯ୍ୟର ସମାଗମ ଏକାବେଳେକେ ବନ୍ଦ ହେଲା । (ଖ) ଅନ୍ତଃ ବେଦନା, ମନଃ ବେଦନା ଏହି ଦୁଇ ସ୍ଥଳରେ କିପରି ସନ୍ଧି ହେବ ? ଭିନ୍ନ ପ୍ରକାର ସନ୍ଧି ହେଲେ ତାହାର କାରଣ ନିର୍ଦ୍ଦେଶ କର । (ଗ) ନିମ୍ନଲିଖିତ ସମସ୍ତ-ପଦ ଗୁଡ଼ିକର ସମାସ ବାକ୍ୟ ଓ ସମାସର ନାମ ଲେଖ :—ସୁଚିକ୍ଲିଣ-ଚିତ୍ତ-ଲଞ୍ଜନ-ଧନ୍ୟ-ପରିପୂର୍ଣ୍ଣ, ସଭ୍ୟ ଲୋକ ସମାକୀର୍ଣ୍ଣ, ଗ୍ରାସାଚ୍ଛାଦନ, ପୁଷ୍ପବଳ ସୁଶୋଭିତତରୁ ଶ୍ରେଣୀ । (ଘ) କେଉଁ ଶବ୍ଦର

ଉତ୍ତର କେଉଁ ଅର୍ଥରେ କି କି ପ୍ରତ୍ୟୟ କରି ନିମ୍ନଲିଖିତ ପଦଗୁଡିକ ସିଦ୍ଧ ହୋଇ ଅଛି ? ତମୋମୟ, ଶ୍ୟାମଳ, କୈକେୟୀ, ପଣ୍ଡିତ ।

VIII. (କ) ନିମ୍ନଲିଖିତ ପ୍ରତ୍ୟେକ ଶବ୍ଦଯୁଗ୍ମର ଅର୍ଥରେ ବୈଲକ୍ଷଣ୍ୟ ପ୍ରଦର୍ଶନ କର :—ନିଶିତ ନିଶୀଥ, ପକ୍ଷ ପକ୍ଷୀ, ବଳି ବଳୀ, ଲକ୍ଷ ଲକ୍ଷ୍ୟ, ଶକଳ ସକଳ । (ଖ) କପାଟ, ଗାଣ୍ଡୀବ, ଆଚାର, ଭଗିନୀ ଏମାନଙ୍କର ବିଭିନ୍ନ ରୂପ ପ୍ରଦର୍ଶନ କର । (ଗ) ଉତ୍କର୍ଷ, ସରଳ, ପ୍ରାଚୀନ, ମହତ୍, ଶୁଦ୍ଧ, ଶ୍ଳାଘା, କୃତଜ୍ଞ, ଆବିର୍ଭାବ ଏମାନଙ୍କର ବିପରୀତାର୍ଥବୋଧକ ଶବ୍ଦ ଲେଖ ।

SATURDAY, 17TH DECEMBER, 10 A.M. TO 1 P.M.

URIYA: TRANSLATION AND COMPOSITION.

I. Translate into Uriya: [See Urdu Translation paper, page cxxv.]

II. Translate into English:

1. ରାମ ଗଢ ଧ୍ୱଜ ଶୋଭିତ ରଥେ
ବସିଲେ ନିମଣି ଭ୍ରାତା ସଙ୍ଗତେ,
ବୁଧ ବୃହସ୍ପତି ଯୋଗେ ଯେସନ
ବିଶଶ୍ରୀ ଶଶାଙ୍କ ତାରା-ଇମଣ
ସାୟମ୍ଭନ ଘନପରେ,
କେତନ ପରାଏ ସ୍ୱର୍ଣ୍ଣ ସୌଦାମିନୀ ସ୍ୱ ଭ୍ରୁ ଥାଏ ଅନମ୍ବରେ ।
ପ୍ରଳୟ ବରହ ରୂପି ମୁରାରି
ବସୁନ୍ଧରା ଯେହ୍ନେ ଥିଲେ ଉଦ୍ଧାରି,
ଜ୍ୟୋତିସ୍ମାଳୁ ଯେସନ ଶରତ କାଳ
ପ୍ରକାଶେ, ବିନାଶି ଜଳଦ ମାଳ,
ସୀତା ସତୀଙ୍କି ତେସନ
ଉଦ୍ଧାରିଲେ ରବି-କୁଳ ରବି ରାମ ସଂହାରି ରଣେ ରାବଣ ।
ସେ ସୀତା ଚରଣେ ଶିର ଭରତ
ଲଗାଇଲେ ଭକ୍ତି ଭାବେ ତତ୍ଗତ,
ଜାନକୀ ପଦ୍ମର ପରିସି ଅତ
ନ ଦେଖିଲା ଲଙ୍କାପତି ପ୍ରଣତ ।

ରାମ ପ୍ରେମେ ଜଟାଧର
କୈକେୟୀ ନନ୍ଦନ ଶିର ଲାଗି ଭଣ୍ଡ ଯୁଗ ହେଲେ ପରସ୍ପର ।

2. କେହିଁ ଶାରୀରିକ କର୍ମ୍ମକୁ ନିନ୍ଦନୀୟ କର୍ମ୍ମ ବୋଲି ଉଲ୍ଲେଖ କରନ୍ତି । ଲୋକଙ୍କର କେମନ୍ତ ବିପରୀତ ବୁଦ୍ଧି, ସେମାନେ ଲୋକଯାତ୍ରା ନିର୍ବାହ କମନ୍ତେ ପ୍ରୟୋଜନୋପଯୋଗୀ ଶ୍ରମକାରୀ କର୍ମ୍ମକୁ କ୍ଲେଶକର ଅପକୃଷ୍ଟ କର୍ମ୍ମ ବୋଲି ବିବେଚନା କରନ୍ତି ଆଉ ଅନାବଶ୍ୟକ ମିଥ୍ୟା କାର୍ଯ୍ୟ ସମୁଦାୟ ଭଦ୍ର ଲୋକଙ୍କର ଅନୁଷ୍ଠାନଯୋଗ୍ୟ ସୁଖଜନକ ବ୍ୟାପାର ବୋଲି ବୋଧ କରିଥାନ୍ତି । ସେମାନେ କୃଷି ଓ ଶିଳ୍ପ କର୍ମ୍ମକୁ ନୀଚ କର୍ମ୍ମ ବୋଲି ଘୃଣା କରନ୍ତି, କିନ୍ତୁ ମୃଗୟାରେ ପ୍ରବୃତ୍ତ ହୋଇ ପଶୁବଧ କରିବା ସମ୍ବଂଶଜାତ ସମ୍ଭ ନ୍ତ ଲୋକଙ୍କର ଅଯୋଗ୍ୟ ବୋଲି ବିବେଚନା କରନ୍ତି ନାହିଁ । "ଭଦ୍ର" ଏହି ଆଖ୍ୟାଧାରୀ ମହାଶୟମାନେ ଯଜ୍ଞାମାନ୍ୟ ଜଳାଶୟତଟରେ ଉପବିଷ୍ଟ ଆଉ ପ୍ରଚଣ୍ଡ ମାର୍ତ୍ତଣ୍ଡତାପରେ ତାପିତ ହୋଇ ଏବଂ ଦୁଃସହ ଉଚ୍ଛ୍ୱଳତୀପ୍ତ ଜଳଯୁଷ୍ଟୋପରି ପ୍ଲାବମାନ ଶ୍ୱେତବର୍ଣ୍ଣ ତରଙ୍ଗ ପ୍ରତି ଏକ ଦୃଷ୍ଟିରେ ଦୃଷ୍ଟି-ପାତ କରି ନାନାବିଧ କ୍ଷୁଦ୍ର ଜନ୍ତୁ ଚରଣ ସହିତ ପ୍ରାଣିହିଂସା କରିବାକୁ ଆପଣା ଉପଯୁକ୍ତ କର୍ମ୍ମ ବୋଲି ବୋଧ କରନ୍ତି କିନ୍ତୁ ଜନସମାଜର ଉପକାରୀ ଅତ୍ୟାବଶ୍ୟକ କର୍ମ୍ମ ସବୁ କେବଳ କ୍ଷୁଦ୍ରବାୟୁକ ମାତ୍ରବୃତ୍ତି ବୋଲି ବିବେଚନା କରିଥାନ୍ତି । ଯେଉଁ ସମୟରେ ମନୁଷ୍ୟଙ୍କର ବୁଦ୍ଧିବୃତ୍ତି ଓ ଧର୍ମ୍ମବୃତ୍ତି ପ୍ରବଳ ଥାଏ, ତେତେବେଳେ ତାହାଙ୍କ ନ୍ୟାୟ କର୍ମ୍ମରେ ପ୍ରବୃତ୍ତ ହେବାର ଦେଖିଲେ ମନୁଷ୍ୟନାମର ଗୌରବ-ରକ୍ଷାକାରୀ ବୋଲି ଦୃଷ୍ଟି କରାଯାଏ ଆଉ ଯେତେ-ବେଳେ ତାଙ୍କର ନିକୃଷ୍ଟ ପ୍ରବୃତ୍ତିସବୁ ପ୍ରବଳ ହୋଇ ଉଠେ, ତେତେବେଳେ ପଶୁବତ୍ ନିକୃଷ୍ଟ ବ୍ୟାପାରରେ ବ୍ୟାପୃତ ହୋଇ ନିକୃଷ୍ଟ ଜୀବର ଭାବ ଗ୍ରହଣ କରିବାର ଦେଖାଯାଏ ।

3. ଏଥିର କିଛିଦିନ ଉତ୍ତରେ ଅମ୍ବାଲାରେ ଗୃହବାହ ହେବାକୁ ଆରମ୍ଭ ହେଲା ଓ ମୀରଟରୁ ସମ୍ବାଦ ଆସିଲା ଯେ, ସେସ୍ଥାନର ଅଶ୍ୱାରୋହୀ ସେନାମାନେ ବିଦ୍ରୋହୀ ହୋଇଅଛନ୍ତି । ଏପ୍ରେଲ ମାସ ତା 15 ରଖ ବାଓ-ୟାକ ସମୟରେ ନବେଜଣ ମାସି ସିପାହୀ ଉପସ୍ଥିତ ହେଲେ, ତନ୍ମଧ୍ୟରୁ ଜ 5 ଣ ମାସି ଚୋଟା ନେଲେ, ଅବଶିଷ୍ଟ ସିପାହୀମାନେ ଚୋଟା ଛୁଇଁଲେ ନାହିଁ ।

4. ଲର୍ଡ୍ କେନିଂ ଭାରତବର୍ଷରେ ପ୍ରଧାନ ଶାସନକର୍ତ୍ତା ପଦ ଗ୍ରହଣ

କରିବା ଉତ୍ତାରେ ଯେଉଁ ବିଦ୍ରୋହରୂପ ମହାନାଟକର ଅଭିନୟ କ୍ରିୟା ଆରମ୍ଭ ହୋଇଥିଲା ତାହାର ରଙ୍ଗଭୂମିରେ ତାହାର ଯବନିକା ପତନ ହେଲା ।

5. ବିଲାତୀ ଦ୍ରବ୍ୟ ବହୁଳ ଆମଦାନୀ ହେତୁ ଭାରତରେ ଯେଉଁ ଦୁର୍ଦ୍ଦଶା ହେଉଅଛି ଏତେଦିନ ପରେ ଦେଶର ଲୋକ ତାହା କେତେକ ବୁଝି ପାରି ଅଛନ୍ତି । ବଙ୍ଗାଳୀମାନେ ଏବେ କାର୍ଯ୍ୟ କରିବାକୁ ଅଗ୍ରସର ହୋଇ ଅଛନ୍ତି । ଗତ କେତେକ ବର୍ଷ ମଧ୍ୟରେ କେବଳ ବଙ୍ଗଦେଶରେ ଲୁଗା, ଦିଆସିଲାଇ ପ୍ରଭୃତିର କଳ ଓ ରେଲୱେ ଲାଇନ, ଦେଶୀ କେବ-ଦ୍ୱାରା ଚଳାଇବାର ଉଦ୍ୟୋଗ ଆୟୋଜନ ହେଉଅଛି । ତେଣେ ବୋମ୍ବାଇ-ବାସି ମାନେ କଳକାରଖାନା କରି ଦେଶର ପ୍ରଭୂତ ଉପକାର ସାଧନ କରୁ ଅଛନ୍ତି । ଦିଲ୍ଲୀରେ ଯେଉଁ କେତୋଟି ଲୁଗାର କଳ ସ୍ଥାପିତ ହୋଇ ଅଛି, ଏଥିମଧ୍ୟରେ ସେଠାରେ ବିଲାତୀ ଲୁଗାର କଟତି ଊଣା ହୋଇ ଯାଇ ଅଛି । ଦିଲ୍ଲୀର ଏକଚତୁର୍ଥାଂଶ ଲୋକ ବର୍ତ୍ତମାନ ସେଠା କଳକାତ ବସ୍ତ୍ର ବ୍ୟବହାର କରୁ ଅଛନ୍ତି । ଏଦେଶରେ ବିଲାତୀ ଦ୍ରବ୍ୟ ଆମଦାନୀ ଯେତେ ଊଣା ହେବ ତେତେ ଦେଶର ମଙ୍ଗଳ ।

III. Write an Essay in Uriya on "The cultivation of the powers of observations."

FRIDAY, 16TH DECEMBER, 2 TO 5 P.M.

FRENCH: TEXT-BOOKS AND GRAMMAR.

I. 1. Give the principal parts (from which the other tenses are formed) of the following verbs: pleuvoir, vêtir, clore, écrire, naître, rompre, aller, venir.

2. Two adjectives of which the first is qualified by the second are invariable. Give examples.

3. Distinguish between the *participe présent* and the *adjectif verbal.* Give examples.

II. 1. What remark have you to make on the grammatical construction of the following sentences?

(*a*) Ces deux belles langues, l'Anglais et le Français.
(*b*) Les langues Anglaise et Française.
(*c*) Entre le pauvre et vous vous prendrez Dieu pour juge,
Vous souvenant, mon fils, que caché sous ce lin,
Comme eux vous fûtes pauvre, et comme eux orphelin.

2. Translate into French the following verbs, making use of the French verb *cuire* for each acceptation: to cook, to boil, to bake, to roast, to broil.

III. 1. What number should be used after: l'un et l'autre, aucun, nul. Give examples.

2. How should you write *quelque* before the following sentences:

——— soit la barrière qui nous sépare.
——— raisons que vous ayez.
——— savants qu'ils soient.

3. Translate into English:

Parler à bâtons rompus.—Faire l'entendu.—Donner du fil à retordre.—A cor et à cri.—Donner sous le mafiteau.

4. Point out the difference between (*a*) matinal, matineux, matinier, (*b*) venimeux, vénéneux, (*c*) près de mourir prêt à mourir, (*d*) infester, infecter.

IV. 1. Write the following in metrical form:

O mont de Sinai, conserve la mémoire de ce jour à jamais auguste et renommé, quand, sur ton sommet enflammé, dans un nuage épais, le Seigneur enfermé, fit luire aux yeux mortels un rayon de sa gloire.

2. Rewrite the following in natural arrangement, removing all the poetical inversions:

(*a*) De leurs champs dans leurs mains portant les nouveaux fruits
Au Dieu de l'univers consacraient ces prémices.
(*b*) Hélas! ils ont des rois, égaré le plus sage.
(*c*) D'adorateurs zélés à peine un petit nombre
Ose des premierstemps nous retracer quelque ombre.

V. Point out the grammatical rules applied in the following italicised words:

1. Ma mère Jezabel devant moi s'est *montrée*.
2. Mais je n'ai plus trouvé qu'un horrible mélange
D'os et de chair *meurtris*, et traînés dans la fange
Que des chiens *dévorants* se disputaient entre eux.
3. Aux petits des oiseaux il donne *leur* pâture.

VI. Annotate, or point out the allusions contained in the following:

1. L'arche qui fit tomber tant de superbes tours,
Et força le Jourdain de rebrousser son cours.
2. Le Parnasse parla le langage des halles.
Apollon travesti devint un Tabarin.
3. L'avocat au palais en hérissa son style,
Et le Docteur en chaire en sema l'Evangile.
4. "Je suis la fille d'Homère aux chants immortels."
L'étranger se contenta de répliquer: "Je connais un plus beau livre que le sien."

VII. 1. L'homme n'est qu'un roseau, le plus faible de la nature, mais c'est un roseau pensant.

2. Les sciences ont deux extrémités qui se touchent.
3. Mais c'est une ignorance savante qui se conait.

4. Peu de chose nous console parce que peu de chose nous afflige.

5. Le *moi* est haïssable.

Expand briefly *in* order to illustrate the meaning.

VIII. 1. Answer the following question · D'où vient qu'un boiteux ne nous irrite pas, et qu'un esprit boiteux nous irrite ?

2. What was the design of Pascal in writing his Pensées, and why was he unable to work it out ?

IX. In what kind of literature did Racine, Boileau, Pascal, Chateaubriand distinguish themselves respectively ? Name one celebrated literary work, distinct from this year's text books, written by each of these authors.

X. Compare the songs of Eudore and Cymodocée related in the II. Book of "Les Martyrs", and give in a few words the substance of each.

SATURDAY, 17TH DECEMBER, 10 A.M. TO 1 P.M.

FRENCH: TRANSLATION.

I. Translate into English :

Aimez qu'on vous conseille, et non pas qu'on vous loue.
Un flatteur aussitôt cherche à se récrier :
Chaque vers qu'il entend, le fait extasier.
Tout est charmant, divin, aucun mot ne le blesse ;
Il trépigne de joie, il pleure de tendresse ;
Il vous comble partout d'éloges fastueux.
La vérité n'a point cet air impétueux.
Un sage ami toujours rigoureux, inflexible,
Sur vos fautes jamais ne vous laisse paisible,
Il ne pardonne point les endroits négligés,
Il renvoie en leur lieu les vers mal arrangés,
Il réprime des mots l'ambitieuse emphase.
Ici le sens le choque, et plus loin c'est la phrase.
Votre construction semble un peu s'obscurcir :
Ce terme est équivoque, il le faut éclaircir,
C'est ainsi que vous parle un ami véritable.

II. Les temps sont accomplis, princesse : Il faut parler
Et votre heureux larcin ne se peut plus céler.
Des ennemis de Dieu la coupable insolence,
Abusant contre lui de ce profond silence,
Accuse trop longtemps les promesses d'erreur :
Que dis-je ? le succès animant leur fureur,
Jusque sur notre autel votre injuste marâtre
Veut offrir à Baal un encens idolâtre.
Montrons ce jeune roi que vos mains ont sauvé,
Sous l'aile du Seigneur dans le temple élevé.
De nos princes Hébreux il aura le courage ;
Et déjà son esprit a devancé son âge.

Avant que son dessein s'explique par ma voix,
Je vais l'offrir au Dieu par qui règnent les rois :
Aussitôt assemblant nos lévites, nos prêtres,
Je leur déclarerai l'héritier de leurs maîtres.

III. JOAS :
Dieu laissa-t-il jamais ses enfants au besoin ?
Aux petits des oiseaux il donne leur pâture,
Et sa bonté s'étend sur toute la nature.
Tous les jours je l'invoque ; et d'un soin paternel
Il me nourrit des dons offerts sur son autel.

ATHALIE :
Quel prodige nouveau me trouble et m'embarrasse !
La douceur de sa voix, son enfance, sa grâce,
Font insensiblement à mon inimitié
Succéder Je serais sensible à la pitié !

IV. L'homme n'est qu'un roseau, le plus faible de la nature ; mais c'est un roseau pensant. Il ne faut pas que l'univers entier s'arme pour l'écraser. Une vapeur, une goutte d'eau suffit pour le tuer. Mais quand l'univers l'écraserait, l'homme serait encore plus noble que ce qui le tue, parce qu'il sait qu'il meurt : et l'avantage que l'univers a sur lui, l'univers n'en sait rien.

Ainsi toute notre dignité consiste dans la pensée. C'est de là qu'il faut nous relever, non de l'espace et de la durée. Travaillons donc à bien penser. Voilà le principe de la morale.

Il est dangereux de trop faire voir à l'homme combien il est égal aux bêtes, sans lui montrer sa grandeur. Il est encore dangereux de lui faire trop voir sa grandeur sans sa bassesse. Il est encore plus dangereux de lui laisser ignorer l'un et l'autre. Mais il est très avantageux de lui représenter l'un et l'autre.

V. Là sont aussi rassemblés à jamais les mortels qui ont pratiqué la vertu sur la terre, les patriarches, assis sous des palmiers d'or ; les prophètes, au front étincelant de deux rayons de lumière ; les apôtres, portant sur leur cœur les saints Evangiles ; les docteurs, tenant à la main une plume immortelle ; les solitaires, retirés dans des grottes célestes ; les martyrs, vêtus de robes éclatantes ; les vierges, couronnées de roses d'Eden ; les veuves la tête ornée de longs voiles ; et toutes ces femmes pacifiques qui, sous de simples habits de lin, se firent les consolatrices de nos pleurs et les servantes de nos misères.

VI. Quand on veut être le maître des hommes pour l'amour de soi-même, n'y regardant que sa propre autorité, ses plaisirs et la gloire, on est impie, on est tyran, on est le fléau du genre humain. Quand au contraire, on ne veut gouverner les hommes que selon les vraies règles, pour leur propre bien, on est moins leur maître que leur tuteur : on n'en a que la peine, qui est infinie, et on est bien éloigné de vouloir étendre plus loin son autorité. Le berger qui ne mange point le troupeau, qui le défend des loups en exposant sa vie, qui veille nuit et jour pour le conduire dans les bons pâturages, n'a point d'envie d'augmenter le nombre de ses moutons, et d'enlever ceux du voisin ; ce serait augmenter sa peine

VII. Translate into French :

"The panther!" shouted out a voice. "The panther!" responded twenty. "The panther!" thundered forth a hundred thousand, in a chorus like the roaring of an avalanche. A cage started up, as if by magic, from the midst of the sand, and as it rose, its sides fell down, and freed the captive of the desert. With one graceful bound the elegant savage gained its liberty; and, though enraged by darkness, confinement and hunger, it seemed almost playful, as it leaped and turned about, frisked and gambolled noiselessly on the sand. At last it caught sight of its prey. All its feline cunning and cruelty seemed to return, and to conspire together in animating the cautious and treacherous movements of its velvet-clothed frame. The whole amphitheatre was as silent as if it had been a hermit's dell, while every eye was intent, watching the stealthy approaches of the sleek brute to its victim.

SATURDAY, 17TH DECEMBER, 2 TO 4 P.M.

ALGEBRA.

I. 1. Express with rational denominator,

$$\frac{6}{\sqrt[3]{25}-\sqrt[3]{5}+1}$$

2. Given $\sqrt{5}=2{\cdot}23607$, find the value of

$$\frac{10\sqrt{2}}{\sqrt{18}-\sqrt{3+\sqrt{5}}}-\frac{\sqrt{10}+\sqrt{18}}{\sqrt{8}+\sqrt{3-\sqrt{5}}}.$$

II. 1. If α, β are the roots of the epuation $x^2-px+q=0$, show that $\alpha+\beta=p$, and $\alpha\beta=q$; and find the conditions that these roots may be (*a*) real and equal,

(*b*) real and unequal.

(*c*) imaginary.

2. If x be real, prove that $\dfrac{x^2+34x-71}{x^2+2x-7}$ can have no value between 5 and 9.

III. Solve the equations

1. $(\sqrt{x}+1)\sqrt{x+1}=2\sqrt{2x}$.

2. $\begin{cases} 5xy=x^2+y^2+17. \\ 2x^2+3y^2=35. \end{cases}$

IV. 1. If $\dfrac{a}{b}=\dfrac{c}{d}=\dfrac{e}{f}=$ etc., show that each of these ratios is equal to $\dfrac{ma+nc+pe+\text{etc}}{mb+nd+pf+\text{etc}}$.

2. If $\dfrac{a^2+b^2-c^2-d^2}{a-b+c-d}=\dfrac{a^2-b^2-c^2+d^2}{a+b+c+d}$,

show that $a+b=c+d$ and $\dfrac{ac-bd}{a-b+c-d}=\dfrac{ad-bc}{a-b-c+d}$.

V. Prove that there is a limit to the value of the sum of an infinite number of quantities decreasing in Geometric Progression.

If a new series be formed by taking the products of every successive pair of terms in the series a, ar, ar^2, etc., find the nth term and the sum to infinity.

VI. Find the number of combinations that can be formed out of n things taken r together.

The staff of an office consists of 3 senior and 6 junior clerks. How many different selections can be made for it out of 5 applicants for the higher, and 10 for the lower appointments? How often might a particular junior find himself in the same arrangement with a particular senior?

VII. 1. In the expansion of a binomial when the index is a positive integer, show that the co-efficients of the terms equidistant from the beginning and the end are the same.

2. Find the term independent of x in the expansion of $\left(x^2-\dfrac{1}{x}\right)^{30}$, and the co-efficient of x^{39} in the expansion of $\left(3x-\dfrac{1}{3x}\right)^{101}$.

MONDAY, 19TH DECEMBER, 10 A.M. TO 1 P.M.

GEOMETRY.

[*N.B.—Figures must be carefully and neatly drawn.*]

I. When are two straight lines said to be parallel? Prove that if a straight line cuts two parallel straight lines, it makes the two interior angles on the same side of it equal to two right angles.

ABC is a triangle, right-angled at C, and D,E,F are the middle points of BC, CA, AB respectively. If EF and DF, produced if necessary, meet the perpendicular from C on AB in G and H respectively, prove that AG is parallel to BH.

II. $ABCD$ is a parallelogram, P any point in AC. If GPH, KPL are drawn parallel to the sides AD and AB respectively so as to divide the parallelogram into four parallelograms, prove that (1) the parallelograms $KPHD$, $GPLB$ are equal, (2) the difference between the parallelograms, $PHCL$, $PGAK$ is twice the triangle PBD.

III. Divide a given straight line into two parts so that the rectangle contained by the whole line and one part may be equal to the square on the other part.

AB is a given straight line. BC is drawn perpendicular to AB and equal to half of AB. The circle whose centre is C and radius CB cuts AC in D, and the circle whose centre is A and radius AD cuts AB in E. Prove that $AB.\,BE=AE^2$.

IV. Prove that angles in the same segment of a circle are equal. State the converse of this proposition.

P and Q are any points on the lines OP and OQ, which are equally inclined to the bisector of the angle AOB; and PK, PL; QM, QN are drawn perpendicular to AO and BO from P and Q respectively. Prove that the points K, M, L, N lie on a circle.

V. From any point T on the tangent to a circle at the point A, a line TBC is drawn cutting the circle in B and C. Prove that $TA^2 = TB.TC$.

VI. Show how to inscribe a regular hexagon in a given circle. Compare the area of the hexagon with the area of a square circumscribed about the circle.

VII. Give, without proof, the construction for

1. inscribing in a circle a triangle equiangular to a given triangle.

2. describing a circle so as to pass through a given point and touch a given straight line at a given point.

3. dividing a given straight line similarly to a given divided straight line.

VIII. Prove that if two triangles have the sides taken in order about each of their angles proportional, they shall be similar.

AB is a diameter of a circle, P and Q points on the tangent at A such that $AQ = 2AP$. If BP and BQ meet the circle in C and D respectively, prove that $AC : AD :: BQ : 2BP$.

IX. Prove that similar triangles are to one another in the duplicate ratio of their homologous sides.

From any point T on the circumference of a given circle tangents TA, TB are drawn to a concentric circle, and AB, TB produced meet the outer circle in C and D respectively. Prove that $CB : CA :: CD^2 ; CT^2$.

MONDAY, 19TH DECEMBER, 2 TO 4 P.M.

TRIGONOMETRY.

I. Define the sine, cosine and tangent of an angle, no restriction being placed on its magnitude.

Shew geometrically that

$$\sin(270 + A) = -\cos A.$$
$$\cos(270 + A) = \sin A.$$

The cosine of an angle in the second quadrant is $\frac{2mn}{m^2+n^2}$ where m is numerically less than n. Find the other trigonometrical functions.

II. Prove geometrically that

$$\sin A + \sin B = 2 \sin \frac{A+B}{2} \cos \frac{A-B}{2},$$

Prove the following identities :

1. $\sin \frac{1}{2}(A-B) \{\cos A+\cos B-\sin(A+B)\}$
$= \cos \frac{1}{2}(A+B) \{\sin(A-B)+\cos A-\cos B\}$.

2. $\sin 10^\circ \sin 50^\circ \sin 70^\circ = \frac{1}{8}$.

III. Find a formula including all the angles which have a given sine.

Solve the equation

$$(\sin\theta+\cos\theta)^2 = 2\sin^2 k\theta.$$

IV. In any triangle, shew that (1) $\frac{\sin A}{a} = \frac{\sin B}{b} = \frac{\sin C}{c}$;

(2) $\cot B = \frac{c}{b}\operatorname{cosec} A - \cot A$; (3) $\tan\frac{B-C}{2} = \frac{b-c}{b-c}\cot\frac{A}{2}$.

If in a triangle ABC, D be the middle point of BC and AE be the bisector of the angle A, show that tan DAE

$$= \tan\frac{B-C}{2}\tan^2\frac{A}{2}.$$

V. If, in a triangle, $b = 4621{\cdot}37$, $c = 1842{\cdot}18$, $A = 126^\circ 47'$, find B and C,—given

log 2779·1=3·4439042
log 2779·2=3·4439198
log 6463·5=3·8104678
log 6463·6=3·8104745
L cot 63°23′=9·6999474
Diff. for 1′= 3154
L tan 12°9′=9 3330327
Diff. for 1′= 6126.

VI. At a certain time a ship A is South East of a harbour and another ship B is at the entrance of the harbour. A is sailing North East at the rate of 6 miles an hour, and B is sailing in a direction 15° West of South. After ten minutes have elapsed, A bears 60° East of South of the harbour and B is due West of A. Find B's rate of sailing, and the distance of A from the harbour.

VII. Find expressions for the radii of the four circles which can be described so as to touch the three sides of a triangle.

If the four radii be proportionals, show that the triangle is right angled.

TUESDAY, 20TH DECEMBER, 10 A.M. TO 1 P.M.

PHYSIOLOGY.

I. State with regard to (1) saliva, (2) bile, (3) pancreatic juice, (4) gastric juice, (5) urine, whether they are acid, alkaline, or neutral, respectively. What is the substance present in urine and gastric juice respectively which gives them their particular reaction?

II. Describe the action of gastric juice on milk.

III. Describe the condition to which fat has been brought by the time it reaches the small intestine.

Trace the course it takes in entering the blood.

IV. Give a full account of the action of the diaphragm and the results produced by its action.

V. What is a gland?

State fully what you understand the process of secretion to consist in.

Describe the secretion of the liver and state the uses to which it is put.

VI. What are the special differences in the composition of the blood in

1. the right auricle and the left auricle;
2. the aorta and the renal vein;
3. the artery going to a sweat gland and the vein coming from such a gland;
4. the intestinal arteries and the portal vein;
5. the artery of a muscle and the vein of a muscle;
6. the inferior vena cava and the right auricle?

VII. 1. The nerve which goes to the hand is cut through in the region of the upper arm and the end nearer the spinal cord is irritated, will any contraction of the muscles of the hand take place?

2. If the end nearer the hand of this cut nerve be irritated, will any contraction of the muscles of the hand take place?

3. The posterior roots of all the spinal nerves which go to the hand are cut through, will a deep cut on a finger of that hand cause pain?

4. Can afferent (sensory) and efferent (motor) impulses both pass along the same nerve?

5. Can they both pass along the same nerve fibre?

6. The spinal cord is cut through in the middle of the back, will pain be felt when the finger is cut?

7. The spinal cord is cut through in the middle of the back, will the animal be able to voluntarily move its toes?

8. The spinal cord is cut through in the middle of the back, will movement of the leg take place when the skin of the foot is irritated?

9. The spinal cord is cut through in the region of the neck and in the middle of the back, would it be possible by irritating the skin of the hand to get any movement in the foot?

N.B.—In your answer to each part of this question say "yes" or "no," and give a very short reason for your opinion.

TUESDAY, 20TH DECEMBER, 10 A.M. TO 1 P.M.

PHYSIOGRAPHY.

I. How can the variations in the force of gravity at different

parts of the earth's surface be detected, and what information can be derived from a study of such variations?

II. Enumerate the most abundant elements in the earth's crust and state the chief combinations in which they are usually found.

III. Give some proofs that the interior of the earth is at a very high temperature, and give a probable explanation of the origin of the heat.

IV. Sketch the history of an iceberg from the time when it falls as snow till it is melted into water.

V. What is meant by atmospheric pressure? How is it measured? To what are the variations at any one place due?

VI. By what characteristics could you distinguish granite or gneiss from sandstone, and to what differences in their history are these characteristics due?

VII. Explain the terms isobar, isotherm, barometric gradient, dew-point, monsoon, cyclone.

VIII. Account for the difference of climate between (1) London and Quebec, (2) Madras and Cawnpore.

IX. Draw a sketch map of India and show on it the general distribution of the annual rainfall. Mark on it the areas of maximum and minimum rainfall, the area of maximum summer heat, and the general wind direction in July.

X. To what are the seasons due? How would they be modified by a change in the inclination of the earth's axis to the ecliptic?

TUESDAY, 20TH DECEMBER, 2 TO 5 P.M.

HISTORY OF GREECE AND ROME.

I. Enumerate the centres of Greek colonisation, naming some of the chief cities. Compare the signification of the term *colony* as used in Greek, Roman, and English history respectively.

II. Give an outline, with dates, of the constitutional history of Athens from 650 to 500 B.C.

III. Write a life of Themistocles *or* Demosthenes (the orator).

IV. Trace concisely the course of Alexander's conquests, mentioning, with dates, the chief battles. Draw a comparison between the conquests of Alexander and of the Romans.

V. Mention the causes and the results of the Secessions of the Plebs in 494 B.C. and 449 B.C.

VI. Give the causes and terms of the concluding treaties of the First and Second Punic Wars.

VII. What events led up to the battles of Pharsalus, Philippi, and Actium, respectively?

VIII. Describe the extent of the Roman Empire at the death of Augustus, noting the provinces that had been added since the fall of Carthage.

B.A. DEGREE EXAMINATION, 1893.

ENGLISH LANGUAGE DIVISION.

MONDAY, 16TH JANUARY, 10 A.M. TO 1 P.M.

ENGLISH POETRY.

I. 1. From what work did Chaucer probably borrow the general idea of the Canterbury Tales?

2. Illustrate from the text-book Chaucer's realism and his satire.

II. State fully the points of difference between a strong and a weak verb in Chaucer. What peculiarities of the East Midland dialect are found in Chaucer's use of verbs?

III. 1. Scan the following lines:

(*a*) And which of yow that bereth him best of alle.
(*b*) Tales of best sentence and most solas.
(*c*) And who-so wol my Iugement withseye.
(*d*) With grene trees ishadwed was his place.

2. When is final -e pronounced as a separate syllable in Chaucer.

IV. 1. Write brief notes on the following: *taille*, *goliardeys*, *vernicle*, *herberwe*, *vileinye*, *covyne*.

2. Explain the italicised expressions in the following:

(*a*) By *forward* and by *composiciouu*.
(*b*) *Us thoughte* it was noght worth *to make it wys*.
(*c*) And yit this maunciple *sette hir aller cappe*.
(*d*) Ay *Questio quid juris* wolde he crye.
(*e*) Wel coude he stelen corn and *tollen* thryes
And yet he hadde *a thombe of gold*, pardee.

V. 1. State fully the evidence as to the date at which Macbeth was written.

2. Sketch *briefly* the characters of Macbeth and Lady Macbeth.

VI. 1. What portions of the Play have been supposed not to have been written by Shakespeare? To whom have they been attributed and on what grounds?

2. Give four words occurring in the play which are not found again, or do not occur again in the same sense, in Shakespeare, and quote the line in which each occurs.

VII. Give any one emendation of the text of the First Folio which has been proposed for the following passages:

1. I will advise you where to plant yourselves,
Acquaint you with the perfect spy o' the time.

2. This push
Will cheere me ever or dis-eate me now.

3. Thou liest, thou shagge-ear'd villain.
4. As thick as tale
Can post with post.
5. We have scorch'd the snake, not killed it.
6. If trembling I inhabit then, protest me
The baby of a girl.

VIII. Explain and state context and speaker:
1. But in them nature's copy's not eterne.
2. 'Tis better thee without than he within.
3. Till that Bellona's bridegroom, lapped in proof,
Confronted him with self-comparisons.
4. For their dear causes
Would to the bleeding and the grim alarm
Excite the mortified man.
5. To alter favour ever is to fear.
6. Their malady convinces
The great assay of art.

IX. Write short notes on the following: (1) nature's germens, (2) blood-boltered Banquo, (3) a fee-grief, (4) his pestered senses, (5) his pent-house lid, (6) seeling night.

X. 1. What was the origin and the history of the Masque?

2. In what year and on what occasion was the Masque of Comus (*a*) composed, (*b*) represented, (*c*) published?

3. Criticize and illustrate from the text-book Milton's use of conceits, and his treatment of nature.

XI. Annotate the following passages:
1. But you invert the covenants of her trust.
2. The nice morn.
3. When vice can bolt her arguments.
4. Penned in their wattled cotes.
5. Oh, foolishness of men! that lend their ears
To those budge doctors of the Stoic fur,
And fetch their precepts from the Cynic tub.

XII. Explain the allusions in the following passage:
By hoary Nereus' wrinkled look,
And the Carpathian wizard's hook,
By scaly Triton's winding shell,
And old soothsaying Glaucus' spell,
By Leucothea's lovely hands,
And her son that rules the strands.

MONDAY, 16TH JANUARY, 2 TO 5 P.M.

ENGLISH PROSE.

I. 1. Give a short statement of the subjects treated of in Book I of the Advancement of Learning.

2. What instances does Bacon give in support of his pro-

position that "under learned princes and governors there have been ever the best times"?

II. 1. Give a summary of Bacon's remarks on the error of showing extreme respect for what is old and distrust of what is new in learning.

2. What, according to Bacon, is the last or furthest end of knowledge?

III. Re-write the following passage in modern English:

"Other errors there are in the scope that men propound to themselves, whereunto they bend their endeavours; for whereas the more constant and devote kind of professors of any science ought to propound to themselves to make some additions to their science, they convert their labours to aspire to certain second prizes: as to be a profound interpreter or commentator, to be a sharp champion or defender, to be a methodical compounder or abridger, and so the patrimony of knowledge cometh to be sometimes improved, but seldom augmented."

IV. 1. Write explanatory notes on the italicised portions of the following passages:

(*a*) And hence it is true that it hath proceeded, that divers great learned men have been heretical, whilst they have *sought to fly up to the secrets of the Deity by the waxen wings of the senses.*

(*b*) The faults he hath he will learn how to hide and colour them, but not much to amend them; *like an ill mower, that mows on still, and never whets his scythe.*

(*c*) But above all the rest, the gross and palpable flattery whereunto many not unlearned have abased and abused their wits and pens, *turning (as Du Bartas saith) Hecuba into Helena, and Faustina into Lucretia,* hath most diminished the pride and estimation of learning.

2. Give the meaning of the following words: Morigeration, Redargution, Maniable, Gravelled, Cavillation, Digladiation.

V. 1. What is De Quincey's opinion of Goethe *either* as a novelist *or* as a poet?

2. To what three causes does he attribute Goethe's popularity?

VI. 1. Give the dates of the birth and death of (1) Goethe and (2) Schiller.

2. Write brief notes on the following: The Duke of Weimar, Klopstock

3. Explain: "Where Frenchified Fredericks sit upon German thrones, it should not surprise us to see a crop of Gottscheds arise as the best fruitage of the land."

VII. 1. What was Schiller's greatest work?

2. What are the limits suggested by De Quincey to the use of the supernatural in literary compositions?

VIII. What is the essential difference in the principles on which

Mill supports liberty of thought and discussion and liberty of action respectively?

IX. "An engagement by which a person should sell himself, or allow himself to be sold, as a slave, would be null and void; neither enforced by law nor by opinion."

What is the ground given by Mill for this interference with individual liberty?

X. The law forbids suicide but does not prohibit a man slowly killing himself by the excessive use of drink or narcotics. Examine this position of the law from the point of view taken by Mill.

XI. What are Mill's objections to State education? Give a summary of his proposals for enforcing universal education.

XII. Explain *very briefly* the allusions in the following passage:

"Arnold of Brescia was put down. Fra Dolcino was put down. Savonarola was put down. The Albigeois were put down. The Vaudois were put down. The Lollards were put down. The Hussites were put down."

TUESDAY, 17TH JANUARY, 10 A.M. TO 1 P.M.

ENGLISH LANGUAGE AND LITERATURE.

N.B.—*Parts I. and II. should be answered in separate books.*

PART I.

I. Paraphrase:

Happy is he who lives to understand
Not human nature only, but explores
All natures, to the end that he may find
The law that governs each; and where begins
The union, the partition where, that makes
Kind and degree among all visible begins;
The constitutions, powers, and faculties,
Which they inherit,—cannot step beyond,—
And cannot fall beneath; that do assign
To every class its station and its office,
Through all the mighty commonwealth of things,
Up from the creeping plant to sovereign man.
Such converse, if directed by a meek,
Sincere, and humble spirit, teaches love;
For knowledge is delight; and such delight
Breeds love.

II. 1. Describe in general terms the elements of English which are of (*a*) native, and (*b*) Romance origin.

2. Give any six classical words that occur in English in two forms, one coming directly, the other indirectly, from the Latin.

III. 1. What were the chief dialects of English in the 14th century; where was each spoken; and how did each of them inflect the verb in the plural of the present indicative? Which of them ultimately became the standard language, and what circumstances led to its adoption as such?

2. The grammar of Modern English is 'analytical' and that of the English of the First Period is 'synthetic.' Explain this statement, and state whether it would be right to say that the change was brought about entirely under the influence of the Norman Conquest.

IV. 1. State, with illustrative examples, the law by which such sound-shiftings as the following are accounted for: English, *Th*ree; Latin, *t*res, German, *d*rei.

2. Explain the italicised portions of the following words: Thei*rs*, far*th*er, hand*i*work, post*h*umous, *did*; and write short notes on the spelling of *righteous* and *sorry*.

3. Give the derivation of the italicised portions of salt-*cellar*, rose-*mary*, *um*pire, cover*let*, *nick*name.

V. 1. What is *gender*, and does modern English retain it?

2. Write short notes on the plural forms *kine* and *peas*, and on the possessive forms *Mon*day and *Wednes*day.

3. Give (*a*) the case absolute in the oldest English; (*b*) the distinction formerly existing between *ye* and *you*, *yes* and *yea*; (*c*) the old English word that '*second*' has replaced; (*d*) the only old English verb with a passive sense.

PART II.

VI. 1. Account clearly for the presence in English of such expressions as "act and deed," "acknowledge and confess."

2. Substitute for the words in italics their equivalents in modern English:

(*a*) Unshout the noise that banished Marcius,
Repeal him with the welcome of his mother.

(*b*) The public marks of honour and reward
Conferred upon me for the *piety*
Which to my country I was judged to have shown.

(*c*) Our *maker* therefore at those days shall not follow Piers Plowman, nor Gower, nor Lydgate, for their language is now out of use with us.

(*d*) Besides upon the very *siege* of justice
Lord Angelo hath to the public ear
Professed the contrary.

3. Explain the expressions *caviare to the general*, *the grand climacteric*, *the Greek Kalends*.

VII. 1. How do you account for the dearth of English poetry during the fifteenth century?

2. Who were the principal of the "academic" group of dramatists before Shakespeare, and what was their attitude towards him and the other actor-playwrights?

VIII. 1. Who were the chief of the poets whom Johnson styles "metaphysical," and what are their more prominent characteristics?

2. Mention *two* literary forgeries of the eighteenth century, and give an account of *one* of them.

IX. 1. Write opposite each of the following the name of another

work by the same author: A Dream of Fair Women, The Scholemaster, The Teares of the Muses, Alchemist, The Dunciad, Sir Charles Grandison, Middlemarch, and The Mystery of Edwin Drood.

2. (*a*) To what author, and by whom, was each of the following epithets applied?—'moral,'—'judicious'; (*b*) who is referred to under the following appellations: 'a warbler of poetic prose,'—'the Chrysostom of the English pulpit'; and (*c*) name *two* of the reputed authors of the Letters of Junius.

3. In what works do the following passages occur?—

(*a*) We are such stuff
As dreams are made on, and our little life
Is rounded with a sleep.

(*b*) Fame is the spur that the clear spirit doth raise
(That last infirmity of noble mind)
To scorn delights and live laborious days.

(*c*) Our birth is but a sleep and a forgetting.

(*d*) Jewels five-words long,
That on the stretched forefinger of all time
Sparkle for ever.

TUESDAY, 17TH JANUARY, 2 TO 4 P.M.

ENGLISH COMPOSITION.

Write an essay on *one* of the following subjects:

1. A work of Tennyson, Coleridge, Scott, Thackeray, or Dickens, which you have not read for a University Examination.
2. Is Science antagonistic to Poetry?
3. Instinct as distinguished from Reason.

TUESDAY, 17TH JANUARY, 4-5 TO 5-5 P.M.

SANSKRIT: TRANSLATION INTO ENGLISH.

Translate into English:

लवः.—एते महान्तः पुमांसः गौरवार्हाः; तथापि कथमज्ञातकुलान तानभिवादये? अयं पुनराचार इति गुरुभिश्शिक्षितोऽहम् तथैवाचरिष्यामि इत्यालोच्यं प्रणम्य कथयति "लवनामाहं वः प्रणमामि."

अरुन्धतीजनकौ.—शुभशील वत्स आयुष्मानेधि.

कौशल्या.—चिरंजीव माणवक.

अरुन्धती.—एहि बाल तुष्यति मे मनस्तव दर्शनेन. एतन्मे महद्भाग्यं यत्त्वां ममोत्संगे उपवेशयामि.

कौशल्या.—वत्स क्षणं तावदिहोपविश. अनेन वत्सेन रामस्य बाल्यं स्मारितोऽस्मि. रूपं तदोजस्वि यद्रामस्यासीत्; तदेव नैसर्गिकमुन्नतत्वम्; स एव नीलोत्पलसदृशो-वर्णः; स एव स्वभावः; स एव कण्ठध्वनिः. किंब-हुना यद्यदहं बाले रामेऽपश्यं तत्सर्वमेतस्मिन् पश्यामि.

जनकः.—सीताया रामस्य च प्रतिबिम्बमिवैष बालो दृश्यते.

कौशल्या.—अस्ति ते वत्स पिता वा माता वा? स्मरसि किं द्वयोरेकतरम्?

लवः.—नहि नहि.

कौशल्या.—कस्ते रक्षकः?

लवः.—भगवान् वाल्मीकिः गुरुश्चासौ मम.

कौशल्या.—अस्ति मे कुतूहलं तव वचनं श्रोतुम्; वक्तव्यं वद.

लवः.—एतावदेवाहं जानमीति कथयितुमारभते.

(नेपथ्ये) भोः सैनिकाः एष खलु कुमारो लक्ष्मणस्य चन्द्रकेतुनामा आज्ञापयति वः न केनापि आश्रमप-रिसरभूमिराक्रमितव्येति.

अरुन्धतीजनकौ.—अहो यागाश्वरक्षणार्थमत्रागतो लक्ष्मणपुत्र इति नूनं शृणोमि. द्रष्टव्योऽसौ मया बालः; शोभनो दिवसोऽभूत्.

कौशल्या.—वत्स लक्ष्मणस्य पुत्र आज्ञापयतीत्यमृतसमं वचन-मानन्दयति मे हृदयम्.

लवः.—क एष चन्द्रकेतुः ?

जनकः.—जानसि किं रामलक्ष्मणौ दशरथपुत्रौ.

लवः.—एतावेव रामायणकथायां मुख्यपुरुषौ.

TUESDAY, 17TH JANUARY, 4-5 TO 5-5 P.M.

LATIN: TRANSLATION INTO ENGLISH.

Translate into English:

Respice, quaeso, aliquando rempublicam, M. Antoni: quibus ortus sis majoribus, non quibuscum vivas, considera. Age mecum ut voles; cum republica ut in gratiam redeas, oro. Sed tuum est tibimet consulere; consulam ipse mihi. Defendi rempublicam adolescens, non deseram senex. Contempsi Catilinae gladios, non pertimescam tuos. Quin etiam vitam libenter obtulerim, si incolumis servari morte mea libertas civitatis potest. Etenim si abhinc annos prope viginti, hoc ipso in templo, negavi posse mortem immaturam esse consulari viro, quanto verius nunc negabo seni? Mihi vero, Patres conscripti, iam etiam optanda mors est, qui perfunctus sim summis reipublicae muneribus. Duo tantum hæc opto: unum, ut moriens Populum Romanum liberum relinquam; hoc enim mihi maius ab dis immortalibus dari nihil potest: alterum, ut tali quisque mercede donetur, qualia in rempublicam merita contulerit.

TUESDAY, 17TH JANUARY, 4-5 TO 5-5 P.M.

PERSIAN: TRANSLATION INTO ENGLISH.

Translate into English:

اگرچه حکومت بمجبور کردن والدین بر تربیت ابتدائی
اطفال آنها استحقاق دارد اما انصافاً این نمي تواند کرده شود
الا در حالتیکه تدابیري بکار برده شده باشد تا این قسم
تربیت بغیر خرج یا بجزئي مخارج براي آنها بروقت میسر شود -
آرے مي توان برین ایراد کرد که تربیت اولاد از قبیل
مخارجي است که والدین حتي آنهائیکه از طائفهٔ مزدوران
هستند باید خود شان متکفل آن بشوند و نیز اینکه مناسب
است که اداي فرائض خود را ازوجه کفاف خود بر خویشتن

واجب شمرند و نیز اینکه در صورت تربیت یافتن بخرج دیگران دواعي زحمت کشیدن و ضبط خویشتن نمودن بسیار ضعیف خواهد شد - مگر این حجت مقرون بصواب نمي شود الا در صورتیکه کافهٔ صاحبان اولاد از طائفهٔ مزدوران فریضهٔ تربیت دادن اولاد خود را بخرج خود شان معترف و ادای آن را ملتزم بوده باشند - فاما چون مردمان این فریضه را ادا نمي کنند و تربیت را در سلسلهٔ مخارجیکه باید از مزد محنت خود متکفل شوند شامل نمي سازند ازین سبب عموم نرخ مزدوري باندازهٔ نیست که این اخراجات را متحمل باشد پس مخارج مزبور باید از راه دیگر برداشته شود - تربیت اگر في الواقع تربیت باشد ضعیف کننده نیست - بهر نوع که حاصل شود قواي نفس را مشید و بے نیازي را مساعد است - و در حالتیکه اگر بغیر خرج حاصل نه نموده شود ابداً حاصل نه خواهد شد مدد از دیگران یافتن اگر چه در موارد دیگر انجام بر مضرتے دارد اما درین مورد (تربیت) اثرش ضد آن است *

TUESDAY, 17TH JANUARY, 4-5 TO 5-5 P.M.

URDU: TRANSLATION INTO ENGLISH.

Translate into English:

اگرچه حکومت کو پهونچتا هي که والدین کو اپني اولاد کي ابتدائي تربیت پر مجبور کرے مگر انصافاً اسکا عمل نهین هوسکتا الا در صورتیکه کوئي بندوبست اسطور کا کرلیا گیا هو که جس سے اس قسم کي تعلیم بلا خرچ یا بخرچ قلیل انکو هر وقت میسر هوسکے - البتہ اس پر یهه اعتراض کیاجاسکتاهي که اولاد کي تعلیم کا خرچ اوس قسم کے اخراجات مین سے هی که جسکا بار اُٹهانا والدین پر فرض هي گو وه مزدورون کے گروه مین سے کیون نهون - اور یهه که

مناسب یہي ہي کہ لوگ اپنے فرائض کو خود اپني گرہ سے ادا کرنا اپنے اوپر واجب سمجھین - اور یہہ کہ دوسرون کے خرچ سے تربیت دینے مین محنت و مشقت اور ضبط نفس کے اسباب بہت سست ہوجائینگے - مگر یہہ استدلال اوسی صورت مین درست ہوسکتا ہي کہ جب مزدوري پیشہ صاحبان اولاد سب کے سب اپني اولاد کو اپنے خرچ سے تعلیم دینا اپنے اوپر واجب سمجھتے ہون اور اس فریضہ کو عملاً ادا کرتے ہون - مگر جو کہ لوگ اس فریضہ پر عمل نہین کرتے اور تعلیم کے خرچ کو اُن خرچون مین شمار نہین کرتے جو انکو اپني مزدوري کي آمدني سے ادا کرنا لازم ہي اس وجہ سے مزدوري کا معمولي نرخ اسقدر بڑہا ہوا نہین ہي کہ اس خرچ کا متحمل ہوسکے - پس ضرور ہي کہ یہہ بار کسي دوسرے طریقہ سے اُٹھایا جاے - تعلیم جو کہ في الواقع تعلیم ہي ضعیف کرنے والي شئ نہین ہي - کسیطرح کیون نہ حاصل کیجاے اس تعلیم سے قواي نفس کو تقویت پہونچتي ہي اور مردانہ بے نیازي کو مدد ملتي ہی - اور جس صورت مین تعلیم اگر مفت نہ حاصل کیجاے تو حاصل ہي نہین ہوسکتي توگو دوسرے مواقع مین بیروني مدد کا اثر مضرت رسان ہوا کرتا ہي پر اس موقع خاص مین اسکے خلاف اثر پیدا ہوتا ہی *

TUESDAY, 17TH JANUARY, 4-5 TO 5-5 P.M.

MARATHI: TRANSLATION INTO ENGLISH.

Translate into English:

आपल्या लेकरांस आद्दिमशिक्षण देण्याविषयीं माय-बापांस न्यायानें जरी गवर्नमेंट बलात्कार करूंसकेल तथापि त्यास जुजुबी खर्चानें अथवा फुकटे असें शिक्षणें पावायाजोगें

खचित करूनदेण्यास प्रयत्नकेल्याविना हें (असें बलात्कार करणें) न्यायानें करूंसकत नाहीं. असेंही आक्षेप घेऊंसकेल कीं मूलांचा विद्याभ्यास मोलमजूरी करणार्या लोकांचे मायबापही पदरचा पैसावरून करावयाच्या खर्चांपैकीं एक आहे; आपल्या कर्तव्यकर्माची बजावरी आपल्या खास आदायांतून करणें अपेक्षणीय आहे असें मायबाप मानिलेपाहिजेत; आणी दुसर्याचा खर्चानें विद्या देण्यानें प्रयास व आत्मसंयम करण्याचे हेतू दुर्बल केलेजातील. मोलमजूरादारांचे मायबाप सगळेही आपल्या लेंकरांस आपल्या खास खर्चानें शिक्षण द्यावयाची विधि कबूल करून चालवतीलतरमात्र हा वाद बळकट होऊंसकेल. परंतु मायबाप हें कृत्य चालवितनाहींत; व आपल्या मजूरींत निर्वाह करावयाच्या जरूरखर्चांपैकीं शिकविण्याचा खर्च मिळवित नाहींत; त्याकरितां हा (शिक्षणदेण्याचा) खर्च सोसावा इतका जास्ति त्याच्या मजूरीचा दर सामान्येंकरून असत नाहीं; व हा खर्च इतर येवानें (आदायकारणांनें) जरून सोसलापहिजे. शिक्षण खरोखर असेंच आहेतेंव्हा कमजोर करीतनाहीं. कोणत्यामार्गानें संपादिलेंअसतांही तें बुद्धि शक्तींस जोर देतें व स्वतंत्रतेस अनुकूल असतें; व फुकट न मिळेलतर बिलकुल मिळणारेच नाहींतेंव्हा साहाय्यास इतरस्थितींत खराबकरण्याचा झोक असल्यांही असें रूपांत तद्विरुद्धरीतीचा झोक यास असतो.

TUESDAY, 17TH JANUARY, 4-5 TO 5-5 P.M.

TAMIL: TRANSLATION INTO ENGLISH.

Translate into English :

மூலாதாரமான கல்வியைப், பெற்றோர் தங்கள் பிள்ளைகளுக்குக் கற்பிக்கவேண்டுமென்று இராசாங்கத்தார் கட்டாயப் படுத்தல் நியாயமானாலும், இலவசமாயாவது சொற்ப செலவிலாவது அவ்வகைக் கல்வி எப்பொழுதுங் கிடைக்குமென்றதை நிச்சயமாக்கும்படி உபாயங்கள் ஏற்படுத்தப்படாவிட்டால், அவ்வாறு செய்தல் தகுதியன்று. பெற்றோர் உடம்புவருந்தி யுழைக்கும் வகுப்பினராயிருந்தாலும், பிள்ளைகளுக்குக் கல்வி கற்பிக்குஞ் செலவு அவர்கள் பொறுக்கவேண்டிய செலவுகளில் ஒன்றென்றும்; அவர்கள் தங்கள் உழைப்பைக்கொண்டு தங்கள் கடமைகளை நிறைவேற்ற வழிதேடவேண்டுமென்பது தங்களைப் பொறுத்ததென்று உணர்வது விரும்பப்படத்தக்கதென்றும்; பிறர் செலவைக்கொண்டு கல்வி கற்பித்தால் முயற்சியுந் தன்னடக்கமும் உண்டாகும்படி யேவும் ஆவலானது மிகவுந் தளர்ச்சியடையுமென்றும் ஆட்சேபனை கூறலாம். தேக சிரமத்தினால் ஜீவனஞ்செய்யும் பெற்றோரெல்லாரும் தங்கள் பிள்ளைகளுக்குத் தங்கள் செலவிற் கற்பித்தல் கடமையென்றதை யறிந்து அனுஷ்டித்துவந்தாலல்லவா இந்த நியாயம் பலமாயிருக்கும். ஆனாலும் இந்தக் கடமையைப், பெற்றோர் நிறைவேற்றாமலும் தங்கள் சம்பளத்தைக்கொண்டு நடத்தவேண்டிய அவசியமான செலவுகளில் கல்வி கற்பிக்குஞ் செலவைச் சேர்க்காமலுமிருப்பதால், சம்பளத்தின் சாதாரண வீதம் இச்செலவுகளைப் பொறுப்பதற்குப் போதுமான அளவு உயர்ந்ததல்ல. இச்செலவு வேறுவகையாற் பொறுக்கவேண்டும். கல்வி சரியானதாயிருக்குமாயின் பலவீனத்தை யுண்டாக்காது. அதை எந்தமூலமாய்ப் பெற்றாலுஞ்சரி, அது அந்தக்கரணங்களைப் பலப்படுத்திச் சுயாதீனத்துக் கனுகூலமாயிருக்கும். இலவசமாய்ப் பெற்றுக்கொண்டாலன்றிப் பெறாது போகுமிடத்துக் கல்வியைப் பெறுதற்குச் செய்யு முதவியானது வேறு விஷயங்களிற் செய்யு முதவியைப்போலத் தீங்கை விளைவிப்பதாயிராமல் அதற்கு மாறானதை விளைவிப்பதாயிருக்கும்.

TUESDAY, 17TH JANUARY, 4-5 TO 5-5 P.M.

TELUGU: TRANSLATION INTO ENGLISH.

Translate into English :

తమ బిడ్డలకు ప్రారంభవిద్య చెప్పింప తలిదండ్రులను దొరతన

మువారు న్యాయ్యముగా నిర్బంధపెట్టఁగూడినను, అటువంటిశిక్ష వ్యయ ములేకగాని అత్యల్ప వ్యయముతోఁగాని వారికి ఎల్లపుడు లభ్యమగు టను నిశ్చయపఱుచుటకు సాధనముల నేర్పఱిచినంగాని, అట్లుచేయుట (నిర్బంధపెట్టుట) యుక్తముకానేరదు. తలిదండ్రులు, పాటుపడు జాతి (కూలిచేసి బ్రతుకువారు) వారిలో సహితము, బిడ్డలకు విద్య నేర్పుట తాము చేయవలసిన వ్యయములలో ఒకటియనియు; తమ విహితకృత్యములను నెఱవేర్చుటకొఱకై తమ యుపపత్తితోనె యే ర్పాటుచేసికొనుట తమ భారమని వారు గ్రహించుట అపేక్షణీయ మనియు; పరుల వ్యయముతో విద్యనేర్పించుటవలన పరిశ్రమమున కును, ఆత్మ నిగ్రహమునకును, ప్రోత్సాహకములు మిగుల దుర్బలము లగుననియు; ఆక్షేపించవచ్చును, నిజమే. పాటుపడు జాతిలోని తలి దండ్రు లందఱును తమబిడ్డలకు తమ వ్యయముతోనె విద్యచెప్పించుట విధిగా అంగీకరించి యాచరించిన పక్షమునమాత్రమె యీవాదము చెల్లఁ దగి యుండును. అయినను తల్లిదండ్రులు ఈ విహితకృత్యమును ఆచ రింపనందునను, తమ వేతనమునుండి యేర్పాటు చేసికొనవలసిన యా వశ్యకవ్యయములలో విద్యచెప్పించుటను చేర్చుకోనందునను, వేతనము యొక్క సామాన్యపరిమాణము ఈ వ్యయములను వహించుటకు చాలి నంత యెక్కువగా లేదు. మఱియు అవి యేదో మఱియొక మూల మునుండి భరింపఁబడవలసియున్నవి. శిక్ష, నిజమైన శిక్షయే యయి నపుడు, (బుద్ధియొక్క) దౌర్బల్యమును గలిగింపదు. అది ఏలాగున సంపాదింపఁబడినను (మనస్) సామర్థ్యములను బలపఱుచును, మఱియు స్వాతంత్ర్యమునకు అనుకూల మగును. అది వ్యయము లేక లభించిననే తప్ప మొదలే లభింపనపుడు, సాహాయ్యము, ఇతరవిషయములలో చెఱుపు కలిగించు స్వభావము కలదయినప్పటికిని, ఈ రూపమున తద్వి రుద్ధ జాతీయ స్వభావము కలదిగా నున్నది.

TUESDAY, 17TH JANUARY, 4-5 TO 5-5 P.M.

KANARESE: TRANSLATION INTO ENGLISH.

Translate into English:

తమ్మవంక్కళిగె అరంభ శిక్షణవన్ను కొడువదక్కాగి తందె

ತಾಯಿಗಳನ್ನು ಸರಕಾರದವರು ನ್ಯಾಯವಾಗಿ ಬಲಾತ್ಕರಿಸಬಹುದಾದಾಗ್ಯೂ, ಇಂಥ ಶಿಕ್ಷಣವು ಅವರಿಗೆ ಧರ್ಮಾರ್ಥವಾಗಿಯಾಗಲೀ ಅಲ್ಪವೆಚ್ಚದಿಂದಾಗಲೀ ಸಿಕ್ಕುತ್ತದೆಂದು ನಿರ್ಧರಿಸುವ ಏರ್ಪಾಟುಗಳನ್ನು ಮಾಡಿದ ಹೊರ್ತು ಹಾಗೆ ಮಾಡುವದು ಸರಿಯಾದದ್ದಲ್ಲ. ಕೂಲಿನಾಲಿಮಾಡುವ ತಂದೆ ತಾಯಿಗಳು ಕೂಡ ಮಾಡಲೇ ಬೇಕಾದ ವೆಚ್ಚಗಳಲ್ಲಿ ಮಕ್ಕಳ ವಿದ್ಯಾಭ್ಯಾಸವು ಒಂದೆಂತಲೂ; ತಮ್ಮ ಕರ್ತವ್ಯಗಳನ್ನು ನೆರವೇರಿಸುವದಕ್ಕೋಸ್ಕರ ತಮ್ಮ ಉಪಪತ್ತಿಯಿಂದಲೇ ಸಾಧನಗಳನ್ನು ಒದಗಿಸಿಕೊಳ್ಳುವದು ತಮ್ಮ ಮೇಲೆ ಬಿದ್ದ ಭಾರವೆಂದು ಅವರ ಮನಸ್ಸಿಗೆ ಹತ್ತತಕ್ಕದ್ದು ಅಪೇಕ್ಷಣೀಯವೆಂತಲೂ; ಇತರರ ಖರ್ಚಿನಿಂದ ಶಿಕ್ಷಣಕೊಡುವದರಲ್ಲಿ ಸ್ವಪ್ರಯತ್ನ ಆತ್ಮದಮನಗಳಿಗಿರುವ ಉದ್ದೇಶ್ಯವು ಬಹುಬಲಹೀನವಾಗುವದೆಂತಲೂ ಆಕ್ಷೇಪಿಸಬಹುದು ಖರೆಯೇ. ಕೂಲಿಯಿಂದ ಜೀವಿಸುವ ತಂದೆ ತಾಯಿಗಳೆಲ್ಲರೂ ತಮ್ಮ ಮಕ್ಕಳಿಗೆ ತಮ್ಮ ಸ್ವಂತ ಹಣದಿಂದ ಶಿಕ್ಷಣ ಕೊಡುವದು ತಮ್ಮ ಕರ್ತವ್ಯವೆಂದು ಅಂಗೀಕರಿಸಿ ಅದನ್ನು ಆಚರಿಸಿದರೆ ಮಾತ್ರ ಈ ವಾದವು ಬಲವಾದೀತು. ಅದರೆ ತಂದೆ ತಾಯಿಗಳು ಈ ಕರ್ತವ್ಯವನ್ನು ಆಚರಿಸುವದಿಲ್ಲವಾದದರಿಂದಲೂ, ತಮ್ಮ ಕೂಲಿಯಿಂದ ಅನುಕೂಲಿಸಬೇಕಾದ ಅಗತ್ಯ ಖರ್ಚುಗಳೊಳಗೆ ವಿದ್ಯಾಭ್ಯಾಸವನ್ನು ಸೇರಿಸುವದಿಲ್ಲವಾದದರಿಂದಲೂ ಸಾಧಾರಣವಾಗಿ ಕೂಲಿಯ ದರವು ಆ ವೆಚ್ಚಗಳನ್ನು ವಹಿಸುವಷ್ಟು ಹೆಚ್ಚಾಗಿಲ್ಲ. ಆದದರಿಂದ ಇವುಗಳನ್ನು ಇನ್ನಾವ ಮೂಲದಿಂದಲಾದರೂ ವಹಿಸಬೇಕು. ಶಿಕ್ಷಣವು ನಿಜವಾಗಿ ಶಿಕ್ಷಣವಾಗಿದ್ದರೆ ನಿರ್ವೀರ್ಯರನ್ನಾಗಿ ಮಾಡುವದಿಲ್ಲ. ಯಾವ ರೀತಿಯಲ್ಲಿ ಸಂಪಾದಿಸಿದಾಗ್ಯೂ ಅದು ಚೇತಶ್ಶಕ್ತಿಯನ್ನು ಬಲಪಡಿಸಿ ಸ್ವಾತಂತ್ರ್ಯಕ್ಕೆ ಅನುಕೂಲವಾಗಿರುತ್ತದೆ; ಮತ್ತು ಧರ್ಮಾರ್ಥವಾಗಿ ಸಿಕ್ಕಿದ ಹೊರ್ತು ಅದು ಯಾವಾಗ ಸಿಕ್ಕುವದೇ ಇಲ್ಲವೊ ಆಗ, ಸಹಾಯವು, ಇತರ ಸಂದರ್ಭಗಳಲ್ಲಿ ಹಾನಿಕರವಾದ ಗತಿಯುಳ್ಳದ್ದಾದಾಗ್ಯೂ, ಈ ರೂಪದಲ್ಲಿ ತದ್ವಿರುದ್ಧ ತರದ ಗತಿಯುಳ್ಳದ್ದಾಗಿರುತ್ತದೆ.

TUESDAY, 17TH JANUARY, 4-5 TO 5-5 P.M.

MALAYALAM: TRANSLATION INTO ENGLISH.

Translate into English:

തമ്പുരാട്ടിയുടെ കുട്ടികൾക്കു പ്രാരംഭിക വിദ്യാഭ്യാസം നല്കുവാൻ

മാതാ പിതാക്കന്മാരെ സർക്കാരിൽ നിന്ന നിർബന്ധിക്കുന്നതു ന്യായമായിരിക്കാമെങ്കിലും ഇങ്ങിനത്തെ വിദ്യാഭ്യാസം വെറുതെയൊ നിസ്സാരമായ ചിലവിന്മലൊ അവർക്കു പ്രാപ്യമായിരിക്കുമെന്നു ഉറപ്പെടുത്തുവാൻ വേണ്ട മാർഗ്ഗങ്ങൾ വെച്ചിട്ടുണ്ടെങ്കിൽ മാത്രമല്ലാതെ ഇങ്ങിനെ ചെയ്യുന്നത ശരിയായി വരികയില്ലാ. മാതാപിതാക്കന്മാർ കൂലിപണി ചെയ്യുന്നവർഗ്ഗക്കാരാണെങ്കിലും അവർ നടത്തേണ്ടുന്ന ചിലവുകളിൽ ഒന്നാണ കുട്ടികളുടെ വിദ്യാഭ്യാസം എന്നും തങ്ങളുടെ ധർമ്മസാഫല്യത്തിന്നായി സ്വന്തം വകയായി ഏർപ്പാടു ചെയ്യുന്നത തങ്ങളുടെ കടമയാണെന്ന അവർക്കു തോന്നേണ്ടതാണെന്നും അന്യരുടെ ചിലവിന്മെൽ വിദ്യാഭ്യാസം നല്കുന്നതായാൽ പ്രയത്നത്തിന്നും ആത്മനിയന്ത്രണത്തിന്നും ഉള്ള ആഗ്രഹം ക്ഷീണപ്പെട്ടുപോകുമെന്നും ആക്ഷേപിക്കാവുന്നതു തന്നെയാണ. ഒരു വാദം കൂലിപണി വർഗ്ഗത്തിൽചേന്ന ഏല്ലാ മാതാപിതാക്കന്മാരും തങ്ങളുടെ സ്വന്ത ചിലവിന്മേൽ തങ്ങളുടെ കുട്ടികൾക്കു വിദ്യാഭ്യാസം നല്കുന്നതു ധർമ്മമെന്നു സമ്മതിച്ചു അനുഷ്ഠിച്ചു വന്നാൽ മാത്രമെ സാധുവായിരിക്കയുള്ളു. എന്നാൽ മാതാപിതാക്കന്മാർ ഒരുധർമ്മം അനുഷ്ഠിക്കുന്നില്ലാത്തതിനാലും തങ്ങളുടെ കൂലിയിൽ നിന്നു നടത്തേണ്ടുന്ന ആവശ്യമായ ചിലവുകളിൽ വിദ്യാഭ്യാസത്തെ ഉൾപ്പെടുത്താത്തതിനാലും കൂലിയുടെ സാധാരണ നിരക്കു ഒരു ചിലവുകൾ താങ്ങുവാൻ തക്കവണ്ണം അത്ര ഉയർന്നതല്ലാ. അതിനാൽ അവരെറെ വല്ല വകയിൽ നിന്നും വഹിക്കപ്പെടെണ്ടതാണ. വിദ്യാഭ്യാസം വാസ്തവമായ വിദ്യാഭ്യാസമായാൽ ദുർബ്ബലപ്പെടുത്തുന്നതല്ല. ഏതുവിധത്തിൽ സമ്പാദിക്കപ്പെട്ടാലും അതു മനോശക്തികളെ പ്രബലപ്പെടുത്തുകയും ആത്മനിയന്ത്രണത്തിന്നു അനുകൂലമായിരിക്കയും ചെയ്യുന്നു. വെറുതെലഭ്യമാവാതെ യിരുന്നാൽ അലഭ്യമായി തന്നെ വരുന്ന സംഗതിയിൽ സഹായം നല്കുന്നതു ഇതര സന്ദർഭങ്ങളിൽ അതു ദോഷപ്രവണമായിരുന്നാലും ഒരു പ്രകാരത്തിലാവുമ്പോൾ നേരേ മറിച്ചു ഗുണപ്രവണമായിരിക്കുന്നു.

TUESDAY, 17TH JANUARY, 4-5 TO 5-5 P.M.

FRENCH: TRANSLATION INTO ENGLISH.

Translate into English:

Quoique le Gouvernement puisse justement forcer les parents

à donner une instruction élémentaire à leurs enfants, ceci ne peut pas avoir lieu convenablement à moins que des mesures ne soient prises pour assurer qu'une telle instruction sera toujours à leur portée soit gratuitement soit à peu de frais. On peut objecter, il est vrai, que l' éducation des enfants est une de ces dépenses que les parents, même ceux qui appartiennent aux classes laborieuses devraient payer, qu'il est même à désirer qu'ils comprennent l'obligation qui leur incombe de pourvoir par leurs propres ressources à l'accomplissement de leur devoir, et qu'en donnant l'éducation aux frais d'autrui, les motifs de s'industrier et de se gêner seraient très affaiblis. Cet argument serait valide, seulement dans le cas où tous les parents dans les classes laborieuses reconnaîtraient et pratiqueraient l'obligation de donner l'instruction à leurs enfants à leurs propres frais. Mais puisque les parents ne pratiquent pas ce devoir, et ne comptent pas l'éducation parmi les dépenses nécessaires auxquelles leurs gages doivent pourvoir, il suit de là que le taux général des gages n'est pas assez élevé pour comporter ces dépenses, et qu'elles doivent être tirées de quelqu'autre source. L'instruction, lorsqu'elle est réellement telle, n'énerve pas; de quelque façon qu'on l'acquière, elle fortifie les facultés et est favorable à l'indépendance. Et quand, à moins d'être reçue gratuitement, elle ne serait pas reçue du tout, l'aide donnée, qui, en d'autres cas, aurait une influence nuisible, a de cette manière, une tendance d'un caractère tout opposé.

SECOND LANGUAGE DIVISION.

WEDNESDAY, 18TH JANUARY, 10 A.M. TO 1 P.M.

SANSKRIT: TEXT-BOOKS AND GRAMMAR.

I. Paraphrase the following:

1. सोत्साहं धृतशासनैः सकुतुकैर्दक्षौकसां नायकैः
दिक्पर्यन्तधराधरेन्द्रशिखराण्यानाय्य निर्मापितः ।
कल्पान्तावधि वन्दनीयमहिमा लोकस्य सेतुर्नवः
कीर्त्तिस्तम्भ इवायमार्यचरितस्याम्भोनिधौ लक्ष्यते ॥

2. सत्रप्रत्यूहशान्त्यै दशरथकरतः कर्षतैमं मया यत्
यत्स्वान्ते संविमृष्टं तदनुगणविधौ यच्च वैयग्र्यमासीत् ।
तद्दैवस्यानुगुण्यात् प्रयतनविभवैश्चाद्य राज्येऽभिषिच्य
श्रीरामं निर्वृतानां फलितमिति मुहुस्संप्रमोदामहे नः ॥

3. प्रवर्तन्तां पौराः प्रतिसदनमद्योत्सवविधौ
चिरं स्वे स्वे कर्मण्यथ समवधत्ताप्यधिकृतः ।
यथोक्तं संभारं पुनरिह विधत्त द्विजवराः
कृशाश्वान्तेवासी कुशिकपतिराज्ञापयति वः ॥

II. 1. Compare the story of the Mahāvīracharita with that of the Rāmāyaṇa and mention all the points wherein they differ.

2. Describe the character of Ráma and quote passages in support of your statements.

III. 1. Give the meanings in which the following words are used in your text-books :

(*a*) परमहंसः.	(*h*) क्षत्रबन्धुः.	(*o*) कुहली
(*b*) पारायणम्.	(*i*) प्रितिभूः.	(*p*) वैकर्तनिः.
(*c*) माञ्जिष्ठिक.	(*j*) मुष्ठामुष्टि.	(*q*) महामायूरी.
(*d*) ओंकारः.	(*k*) वीवधः.	(*r*) वासतेयी.
(*e*) सज्जातिथेय.	(*l*) विचिचीषा.	(*s*) रणरणकम्.
(*f*) वचनीयम्.	(*m*) वैक्लव्यम्.	(*t*) त्रिकण्टकम्.
(*g*) सनाभि.	(*n*) कापोतकम्.	

2. Give the etymology of the following words: अवितथ, सज्ज, अनूप, द्वीप, साक्षिन्, श्रद्धा, तादृश, कियत्, यादृश.

3. Mention the English words which are allied to the last four words in the above list.

IV. Explain the meaning of the following :

1. तदस्मिन् ब्रह्माद्यैस्त्रिदशमुनिभिर्नाथितशमे
तपस्तेजोधाम्नि स्वयमुपनतब्रह्मणि गुरौ ।
निवासे विद्यानामुपहितकुटुम्बव्यवहृतिः
भवानेव श्लाघ्यो जगति गृहमेधी गृहवताम् ॥

2. अभिनवधनुर्विद्यादर्पक्षमाय च कर्मणे ।
स्फुरति रभसात्पाणिः पादोपसंग्रहणाय च ॥

3. कूटः कोऽप्येष युद्धाजिरभुवि जरठश्चित्रकूटानुकारी ।
लीयन्ते यत्र शत्रुप्रपतनविवशाः कोटिशः शूरकीटाः ॥

4. यथा स्वैरं भ्राम्यन्निरवधि वियत्यस्तशिखरं
व्युदस्यायं भास्वांस्तदनुगतधस्रार्चिरपि सा ॥

5. कापेयस्य च पौरुषस्य च तथा प्रेम्णो गरिम्णश्च य-
द्दोष्णामुन्मथितद्विषां सुसदृशं तन्मास्म वो विस्मरत् ॥

6. अहो विस्तरस्थानेऽपि धर्मोपपत्तिविशुद्धस्संक्षेपः ॥

7. अनेकयुगजीविन्यास्त्रेता यस्यास्त्रयोदशी ।
सा क्षीरकण्ठं तं वत्सं लज्जयन्ती न लज्जिता ॥

8. अनवरतशस्त्राभ्यासेन करतलानीव रिपुमुखानि श्यामी-

9. श्रियो हि दोषान्धतादयः कामला विकाराः । [भवन्ति॥
छत्रच्छायान्तरितरवयो विस्मरन्त्यन्यं तेजस्विनं जडधियः॥

10. वधूवदनलावण्यज्योत्स्नापरिपीततमसि प्रदोषे वृथोदि-
तमुपहसत्स्विव रजनिकरंउत्तानितमुखेषु कुमुदवनेषु ॥

V. 1. हेरम्बदन्तमुसलोल्लिखितैकभित्ति
वक्षो विशाखविशिखव्रणलाञ्छितं मे ।
रोमाञ्चकञ्चुकितमद्भुतवीरलाभात्
सत्यं ब्रवीमि परिरब्धुमिवेच्छति त्वाम् ॥

On what occasion does Paraśurāma say this? What is Rāma's reply to it, and what inference does Paraśurāma make from the reply?

N.B.—Quote passages or give their substance.

2. इदं ब्राह्ममिदं क्षात्रं शापादपि शरादपि ॥

Explain this passage and state to whom we may apply this remark in the Mahāvīracharita.

3. जामदग्न्यः—क्व पुनर्वत्स मयागन्तव्यम् ॥

रामः—यत्रतातश्चतातजनकश्च । अथवा शान्तम् । उत यत्र भगवन्तौ गैत्रावरुणकौशिकौ ॥

What was Rāma's purpose in giving the first reply to Paraśurāma and why did he change it?

4. गलितवयसामिक्ष्वाकूणामिदंहि कुलव्रतम् ॥ State what is the कुलव्रतम् and quote a passage from the Mahāvīracharita which refers to it.

VI. 1. Write grammatical notes on:

समरंस्त, आत्मनातृतीय, त्रैयम्बक, आरोपण, एहिमन्येराजपुत्रजामदग्न्यं विजेष्यसे.

2. Give the force of the following coming at the end of other words and illustrate their use: पाद, कल्प, प्राय, मात्रधेय and अन्तर.

3. तूलदाहंदहन्. Explain the expression and quote two similar ones from your text-books.

4. Give the Prakrit equivalents of विदह्य, विस्तार्यमाण, अवधिः, श्रूयते, लक्ष्यते, प्रेक्ष्यमाण.

5. राजन्वत्यो रामभद्रेण राज्ञा
लब्धक्षेमाः पूर्णकामाश्चरामः ॥
अस्माभिराचारइति यजमानोऽपि यज्ञे निमन्त्रितः ॥

Can we insert राजवत्यः for राजन्वत्यः and यजन् for यजमान in the above passages? Give reasons for your opinion.

VII. Mention the context of the following passages and state to whom and by whom those marked 4, 5 and 6 were spoken:

1 चतुर्दश सहस्राणि रक्षसां भीमकर्मणाम् ।
त्रयश्च दूषणखरत्रिमूर्धानोरणेहताः ॥

2. दधति कुहरभाजामत्र भल्लूकयूनाम्
अनुरसितगुरूणिस्त्यानमम्बूकृतानि ॥

3. फलभरपरिणाहश्यामजम्बूनिकुञ्ज-
स्खलनमुखरभूरिस्त्रोतसोनिर्झरिण्यः ॥

4. यं ब्रह्म.णमियंदेवी वाग्वश्येवानुवर्तते ॥

5. यथावैद्यस्तथा राजा शस्त्रपाणिर्विषह्यति ॥

6. तीर्थोदकं च वह्निश्च नान्यतश्शुद्धिमर्हतः ॥

VIII. Give a short account of the life of Śrīharsha not exceeding two pages.

WEDNESDAY, 18TH JANUARY, 2 TO 5 P.M.

SANSKRIT: TRANSLATION.

I. Translate into English:

1. महानराधिपनिधननिधीयमानविपुलवैराग्य इव शान्तवपुषि विशति गिरिगुहागह्वरं गभस्तिमालिनि समुपोह्यमानमहाजनाश्रुदुर्दिनार्द्रीकृत इव निर्वात्यातपे रोदनताम्रसकललोकलोचनरुचेव लोहितायति जगति उष्णायमानानेकनरनिश्वासमंतापप्लुष्ट इव च नीलायमाने दिवसे नृपानुगमनप्रचलितयेव लक्ष्म्या मुच्यमानासु कमलिनीषु पतिशुचेव परिवृतच्छायायां श्यामायमानायां भुवि कुलपुत्रेष्विव परित्यक्तकलत्रेषु कृतकरुणप्रलापेषु वनान्तानाश्रयत्सु दुःखितेषु चक्रवाकेषु छत्रभङ्गभीतेष्विव निगूढकोशेषु कुशेशयेषु शवशिबिकालङ्कार

कृष्णचामरमालास्विव स्फुरन्तीषु दर्शनप्रतिकूलासु तिमिरलेखास्वसितागुरुकालकाष्ठायां केनापि चितायामिव रचितायां रजन्यां दन्तामलपत्रप्रसाधितकर्णिकासु केसरमालाकल्पितमुण्डमालिकास्वनुमर्तुमिवोद्यातासु प्रहसितमुखीषु कुमुदलक्ष्मीष्ववतरत्त्रिदशविमानकिङ्किणीक्वणित इव श्रूयमाणे शाखिशिखरकुलायलीयमानशकुनिकुलकूजिते नाकपथप्रस्थितपार्थिवप्रत्युद्गतपुरुहूतातपत्र इव पूर्वस्यां दिशि दृश्यमाने चन्द्रमसि नरेन्द्रः स्वयं समर्पितस्कन्धैः गृहीत्वा शवशिबिकां शिबिसमः सामन्तैः पौरैश्च पुरोहितपुरःसरैः सरितं सरस्वतीं नीत्वा नरपतिसमुचितायां चितायां हुताशसत्क्रियया यशःशेषतामनीयत ॥

2. (a) लङ्का साक्रोशम् ॥ हा महाराअ दसकन्धअ तेलुक्कवीरलच्छीपडिग्गहदुल्लालिद । हा सअलरक्खसलोअपडिवालणसमत्थदुम्मदभुअदण्ड । हा पसुवइपादजुअलच्चणोवजुज्जन्तमुद्धमुहपुण्डरीअ । हा केकसीपुत्ततिलअ । हा वन्धुअणवच्छल । कहिं मए तुमं पेक्खिदव्वो । हा कुमार कुम्भअण्ण । हा वच्छ मेहणाह । कहि सि । देहि मे पडिवअणं ॥ परितो विलोक्य ॥ कहं । कोवि ण मन्तेदि ॥ ऊर्ध्वमवलोक्य॥ हा दुट्ठदेव्वदुव्विलसिअ कीस एव्वं परिणदं सि । अहवा को एत्थ भवदो उवालम्भो । अत्तणो एव्व दुच्चरिदं एवं विपरिणमेदि ॥

(b) चित्र ॥

रक्षोभिर्विपिनौकसां परिवृढैश्चारादपास्तक्रमं

मुष्टामुष्टि कचाकचि प्रहरणप्रक्षेपमूढात्मभिः ।
प्रारब्धं रणकर्म दुर्धरमिथोनिष्पेषशीर्यद्वपु-
र्निष्ठ्यूतास्त्रूझरीभिरेव सरणिर्दुःसंचराभूद्यथा ॥
प्रेष्याः संग्रामसीमन्यनृजशतवृतो मेघनादोऽपि पार्श्वे
वामेऽन्यत्र प्रवीरेष्वतिविषममदोद्बोधितः कुम्भकर्णः
कैकस्या बन्धुवर्गोऽप्ययमतिविकटः पृष्ठतस्तिष्ठ-
मानोऽध्यास्ते मध्ये निषण्णो रथशिरसि भृशं वि-
न्ध्यवद्दुर्विगाहः ॥

8. अल्पापकारमपि पार्श्वगतं निहन्ति
नीचो न दूरमसमागसमप्यरातिम् ।
श्वा निर्दशत्युपलमन्तिकमापतन्तं
तत्त्यागितं न तु विदूरगमुग्ररोषः ॥
कार्यं न पश्येदलसः स्वयं यो
भृत्येषु विन्यस्तसमस्तकृत्यः ।
यष्ट्याश्रयस्येव विनष्टदृष्टेः
पदे पदे तस्य किलोपघातः ॥
लोकैकचक्षुषि गते परलोकमर्के
लोकः स्वपित्यखिल एव सुखं गृहेषु ।
कोऽन्यो विचिन्तयितुमर्हति विश्वमेत-
त्तिष्ठेन्मया विरहमेत्य कथं किलेति ॥

II. Translate into Sanskrit:

Sundara-Pâṇḍyadêva, the lord of the city of Madhurâ, built for the lord of Raṅga a shrine with the gold which he had given by frequently performing the ascending of the scales; the mass of rasy proceeding from the shrine, red like fresh roses, appears to be the

dawn which indicates perpetually the rise of the bright moon of the king's fame from the mountain of the god's raised arms. The same king gave to Śârṅgin, who resides at Raṅga, a garland of emeralds which he had taken from the treasure of the king of Kataka, and which, clinging to the god's broad breast, bears resemblance to the tender arms of the Earth, who has sportingly approached from behind to embrace him. The same king gave to the god, who is the lord of Raṅga, a crown of jewels, whose splendour extinguishes the light of the jewels on the hood of the serpent that forms the god's couch just as the splendour of the sun dispels the light of the stars. The same king made an image of the king of serpents, who is the couch of Vishnu, the lord of Raṅga, which was covered with a golden skin. Reclining under the arch which the same king had made with masses of gold, taken from the crowns of his enemies, and which was adorned with numerous jewels,—Hari, who dwells in the temple of Raṅga, surpasses a monsoon cloud which is surrounded by a rainbow. The same king gave to the lord of Raṅga a garland of pearls, which appeared to be the celestial tree, offered by Sakra, who was afraid that his crown might be broken by the king. The same king made for the lord of Raṅga a canopy of pearls, which appeared to be the king's fame reduced to a solid state, and through the splendour of which the god's crown resembles the diadem of Purâri, which is surrounded by the Bhâgîrathî. The same king made at Raṅga a golden car, which, on account of its height, resembled a movable Mêru, and through the splendour of which the sky appears to be accompanied by lightning even in the season of autumn.

III. 1. What foreign kings are mentioned in the inscriptions of Aśôka?

2. On what grounds have we to consider the *Mahâbhârata*, the *Râmâyaṇa*, and the *Purâṇas* as productions of different ages?

3. Name the most celebrated *Nâtakas* and their authors.

4. Specify the author, the subject, and the date of the *Harshacharita* and *Vikramânkacharita*, *Kîrtikaumudî Gaudavaho*.

5. Who is Śâlâturîya, and to what time does he probably belong? Give reasons for your answer to the second part of this question.

6. Who wrote the following works?—Kathâsaritsâgara, Brihatkathâ, Daśarûpa, Kuvalayânanda, Saraavatîkanthâbharaṇa, Hitopadêsa, and Pratâparudrîya.

WEDNESDAY, 18TH JANUARY, 10 A.M. TO 1 P.M.

GREEK: TEXT-BOOKS AND GRAMMAR.

I. 1. Illustrate by means of verbs compounded with "ἐν" or "συν" the changes undergone by the letter "ν" in combination with guttural, labial and liquid consonants.

2. Enumerate the most important suffixes employed for the formation of substantives, and illustrate their several significations.

3. (*a*) Analyze the following forms into their component parts; (*b*) point out and account for any phonetic changes which they have respectively undergone: δείκνυμι, εἴληφα, θάσσων, ἀνδρός, μητράσι, ἤγαγον, μᾶλλον, διδούς.

II. 1. Conjugate in full the Present Subjunctive Passive of δηλόω, the First Aorist Imperative Active of πράσσω, and the Imperfect Indicative of εἶμι.

2. Give the Paradigms of the Perfect Passive of βάλλω, the Aorist Passive of τρέφω, the second Aorist Active of δίδωμι, and the First Aorist Middle of λέγω.

III. 1. Write down the Principal Tenses (*1st Person Singular only*) of the following verbs, supplying the forms in use derived from other roots: ὁράω, φέρω, αἱρέω, τρέχω, ἐσθίω.

2. Distinguish between αὗται αἱ γυναῖκες, αἱ γυναῖκες αὗταί, and αἱ αὗταὶ γυναῖκες; οὐκ ἔχων, μὴ ἔχων; ὅτε ἐγένετο, οτε γένοιτο, ὅταν γένηται.

IV. 1. Explain the peculiarities in the following conditional sentences; 2. Convert the Oratio Obliqua in (*a*) into Oratio Recta; 3. Expand the underlined participles in (*b*) and (*c*) into separate clauses:

(*a*) οὐκ ἂν οἰόμενοι τολμῆσαι τοὺς Ἀθηναίους.

(*b*) οὐδ' ἂν σὺ, σώφρων γ' οὖσα.

(*c*) τί ἂν εἰπών σέ τις ὀρθῶς προσείποι;

(*d*) εἰ μὴ καθέξεις γλῶσσαν, ἔσται σοι κακά.

V. Frame sentences, giving the English of each, to illustrate the various uses of οὐ and μή singly and in combination.

VI. 1. Parse the following words: ἐκχέασα, κλῦθι, ἐξηύχου, κάρᾳ, ἄνες, μείω, καθέντα, πληροῖ, χρυσοειδῆ.

2. Accentuate and aspirate the following lines:

Κρινω σε νικαν, και παραινεις μοι καλως.

Επου, προς αυτον τονδε σε σφαξαι θελω.

3. Describe the metre in which the above lines are written.

VII. 1. Translate into Greek, using verbal forms for the italicised adverbs:

(*a*) He *obviously* rejoices at the misfortunes of others.

(*b*) He was *accidentally* present himself when Socrates was speaking.

(*c*) The men in the city *secretly* escaped before the arrival of their pursuers.

(*d*) He surrounded the city with a strong line of wall that no one might escape.

2. Explain any *six* only of the following phrases: *μόνος ὢν ἔφεδρος*; *ἀνάγκαν ἀμφίπτολιν*; *ποδιστῆρας πέπλους*; *Γοργόνων δίκην*; *τὸ σωματοειδές*; *ἀνιάτως ἔχειν*; *τῶν ἄνωθεν βελτίστη*; *νὴ τὸν κύνα*; *πιστεῦσαι ἄνευ τέχνης*; *μὴ ἄλλως ποίει*; *ἐπὶ τὰ διαγράμματα*.

VIII. Translate the following sentences and account for the cases of the words underlined:

1. Ἰαλτὸς ἐκ δόμων ἔβαν
   χοας προπομπὸς ὀξύχειρι σὺν κόπῳ.
   Accentuate χοας in accordance with your translation.
2. ποῖ δὴ πατεῖς, Κίλισσα, δωμάτων πύλας;
3. . . . . ἴσχε, μὴ φόβου νικῶ πολύ.
4. Οὐδεὶς πάνυ τι ἐπιχωριάζει τὰ νῦν Ἀθήναζε, οὔτε τις ξένος ἀφῖκται χρόνου συχνοῦ ἐκεῖθεν.

IX. Translate the following passages, explaining the allusions in them or commenting on any peculiar Greek idiom which they may illustrate:

1. κακῶν δὲ πρεσβεύεται τὸ Λήμνιον λόγῳ.
2. τύχᾳ δ' εὐπροσώπῳ κοιτᾷ τὸ πᾶν ἰδεῖν.
3. μύραινά γ' εἶτ' ἔχιδν' ἔφυ,
   σήπειν θιγοῦσ' ἂν μᾶλλον ἢ δεδηγμένον.
4. Οὔκουν γ' ἂν οἶμαι, ἦ δ' ὃς ὁ Σωκράτης, εἰπεῖν τινα νῦν ἀκούσαντα, οὐδ' εἰ κωμῳδοποιὸς εἴη, ὡς ἀδολεσχῶ.
5. Οἱ δὲ ἄνθρωποι διὰ τὸ αὐτῶν δέος τοῦ θανάτου καὶ τῶν κύκνων καταψεύδονται.
6. καὶ γὰρ οὐ φαύλως ἔοικεν ἁπτομένῳ τοῦ λόγου.

X. 1. "The Choephoræ forms part of the only extant specimen of a tragic trilogy." Explain the above words, supply the name, and narrate the plot, of the trilogy.

2. What argument does Plato adduce in the Phaedo in proof of the essential and inherent immortality of the soul?

WEDNESDAY, 18TH JANUARY, 2 TO 5 P.M.

GREEK: TRANSLATION.

I. Translate into English:

1. ΗΛ. κἀμοὶ προσέστη καρδίας κλυδώνιον
   χολῆς, ἐπαίσθην δ' ὡς διανταίῳ βέλει·

ἐξ ὀμμάτων δὲ δίψιοι πίπτουσί μοι
σταγόνες ἄφραστοι δυσχίμου πλημμυρίδος,
πλόκαμον ἰδούσῃ τόνδε· πῶς γὰρ ἐλπίσω
ἀστῶν τιν' ἄλλον τῆσδε δεσπόζειν φόβης;
ἀλλ' οὐδὲ μήν νιν ἡ κτανοῦσ' ἐκείρατο,
ἐμὴ δὲ μήτηρ, οὐδαμῶς ἐπώνυμον
φρόνημα παισὶ δύσθεον πεπαμένη.
ἐγὼ δ' ὅπως μὲν ἄντικρυς τάδ' αἰνέσω,
εἶναι τόδ' ἀγλαΐσμά μοι τοῦ φιλτάτου
βροτῶν Ὀρέστου· σαίνομαι δ' ὑπ' ἐλπίδος.
φεῦ. εἴθ' εἶχε φωνὴν εὔφρον', ἀγγέλου δίκην,
ὅπως δίφροντις οὖσα μὴ 'κινυσσόμην·
ἀλλ' εὖ σαφηνῆ τόνδ' ἀποπτύξαι πλόκον,
εἴπερ γ' ἀπ' ἐχθροῦ κρατὸς ἦν τετμημένος,
ἢ ξυγγενὴς ὢν εἶχε συμπενθεῖν ἐμοὶ
ἄγαλμα τύμβου τοῦδε καὶ τιμὴν πατρός.

2. ΧΟ. Ζεῦ Ζεῦ, τί λέγω, πόθεν ἄρξωμαι,
τάδ' ἐπευχομένη κἀπιθοάζουσ',
ὑπὸ δ' εὐνοίας
πῶς ἴσον εἰποῦσ' ἀνύσωμαι;
νῦν γὰρ μέλλουσι μιανθεῖσαι
πεῖραι κοπάνων ἀνδροδαΐκτων
ἢ πάνυ θήσειν Ἀγαμεμνονίων
οἴκων ὄλεθρον διὰ παντὸς,
ἢ πῦρ καὶ φῶς ἐπ' ἐλευθερίᾳ
δαίων ἀρχαῖς τε παλισσονόμοις
ἕξει πατέρων μέγαν ὄλβον.
τοιάνδε πάλην μόνος ὢν ἔφεδρος
δισσοῖς μέλλει θεῖος Ὀρέστης
ἅψειν. εἴη δ' ἐπὶ νίκῃ.

ΑΙ. ἔ ἔ, ὀτοτοτοῖ.

ΧΟ. ἔα ἔα μάλα·
πῶς ἔχει; πῶς κέκρανται δόμοις;
ἀποσταθῶμεν πράγματος τελουμένου,
ὅπως δοκῶμεν τῶνδ' ἀναίτιαι κακῶν
εἶναι μάχης γὰρ δὴ κεκύρωται τέλος.

3. ΧΟ οἶδ', ὦ τέκνον, παρῆ γάρ· ἔκ τ' ὀνειράτων
καὶ νυκτιπλάγκτων δειμάτων πεπαλμένη
χὠὰς ἔπεμψε τάσδε δύσθεος γυνή.

ΟΡ. ἦ καὶ πέπυσθε τοὔναρ, ὥστ' ὀρθῶς φράσαι;

ΧΟ. τεκεῖν δράκοντ' ἔδοξεν, ὡς αὐτὴ λέγει.
ΟΡ. καὶ ποῖ τελευτᾷ καὶ καρανοῦται λόγος;
ΧΟ. ἐν σπαργάνοισι παιδὸς ὁρμῆσαι δίκην
τινὸς βαρᾶς χρῄζοντα, νεογενὲς δάκος·
καὐτὴ προσέσχε μαζὸν ἐν τὠνείρατι.
ΟΡ. καὶ πῶς ἄτρωτον οὔθαρ ἦν ὑπὸ στυγός;
ΧΟ. ὥστ' ἐν γάλακτι θρόμβον αἵματος σπάσαι.
ΟΡ. οὔποι μάταιον ἀνδρὸς ὄψανον πέλει.

4. Ἀλλ' ἰτέον, ἔφη. πρῶτόν με ὑπομνήσατε ἃ ἐλέγετε, ἐὰν μὴ φαίνωμαι μεμνημένος. Σιμμίας μὲν γάρ, ὡς ἐγῷμαι, ἀπιστεῖ τε καὶ φοβεῖται μὴ ἡ ψυχὴ ὅμως καὶ θειότερον καὶ κάλλιον ὂν τοῦ σώματος προαπολλύηται ἐν ἁρμονίας εἴδει οὖσα· Κέβης δέ μοι ἔδοξε τοῦτο μὲν ἐμοὶ ξυγχωρεῖν, πολυχρονιώτερόν γε εἶναι ψυχὴν σώματος, ἀλλὰ τόδε ἄδηλον παντί, μὴ πολλὰ δὴ σώματα καὶ πολλάκις κατατρίψασα ἡ ψυχὴ τὸ τελευταῖον σῶμά καταλιποῦσα νῦν αὐτὴ ἀπολλύηται, καὶ ᾖ αὐτὸ τοῦτο θάνατος, ψυχῆς ὄλεθρος, ἐπεὶ σῶμά γ' ἀεὶ ἀπολλύμενον οὐδὲν παύεται. ἆρα ἄλλ' ἢ ταῦτ' ἐστίν, ὦ Σιμμία τε καὶ Κέβης, ἃ δεῖ ἡμᾶς ἐπισκοπεῖσθαι;—Ξυνωμολογείτην δὴ ταῦτ' εἶναι ἄμφω.

5. Τούτων δὲ οὕτω πεφυκότων, ἐπειδὰν ἀφίκωνται οἱ τετελευτηκότες εἰς τὸν τόπον οἷ ὁ δαίμων ἕκαστον κομίζει, πρῶτον μὲν διεδικάσαντο οἵ τε καλῶς καὶ ὁσίως βιώσαντες καὶ οἱ μή. καὶ οἳ μὲν ἂν δόξωσι μέσως βεβιωκέναι, πορευθέντες ἐπὶ τὸν Ἀχέροντα, ἀναβάντες ἃ δὴ αὐτοῖς ὀχήματά ἐστιν, ἐπὶ τούτων ἀφικνοῦνται εἰς τὴν λίμνην, καὶ ἐκεῖ οἰκοῦσί τε καὶ καθαιρόμενοι τῶν τε ἀδικημάτων διδόντες δίκας ἀπολύονται, εἴ τίς τι ἠδίκηκε, τῶν τε εὐεργεσιῶν τιμὰς φέρονται κατὰ τὴν ἀξίαν ἕκαστος. οἳ δ' ἂν δόξωσιν ἀνιάτως ἔχειν διὰ τὰ μεγέθη τῶν ἁμαρτημάτων, ἢ ἱεροσυλίας πολλὰς καὶ μεγάλας ἢ φόνους ἀδίκους καὶ παρανόμους πολλοὺς ἐξειργασμένοι, ἢ ἄλλα ὅσα τοιαῦτα τυγχάνει ὄντα, τούτους δὲ ἡ προσήκουσα μοῖρα ῥίπτει εἰς τὸν Τάρταρον, ὅθεν οὔποτε ἐκβαίνουσι.

6. Οὐκοῦν ἀνάγκη, ἔφη, ἐκ πάντων τούτων παρίστασθαι δόξαν τοιάνδε τινὰ τοῖς γνησίως φιλοσόφοις, ὥστε καὶ πρὸς ἀλλήλους τοιαῦτ' ἄττα λέγειν, ὅτι κινδυνεύει τοι ὥσπερ ἀτραπός τις ἡμᾶς ἐκφέρειν μετὰ τοῦ λόγου ἐν τῇ σκέψει, ὅτι, ἕως ἂν τὸ σῶμα ἔχωμεν καὶ ξυμπεφυρμένη ᾖ ἡμῶν ἡ ψυχὴ μετὰ τοῦ τοιούτου κακοῦ, οὐ μή ποτε κτησώμεθα ἱκανῶς οὗ ἐπιθυμοῦμεν· φαμὲν δὲ τοῦτο εἶναι τὸ ἀληθές. μυρίας μὲν γὰρ ἡμῖν ἀσχολίας παρέχει τὸ σῶμα διὰ τὴν ἀναγκαίαν τροφήν· ἔτι δὲ ἂν τινες νόσοι προσπέσωσιν, ἐμποδίζουσιν ἡμῶν τὴν τοῦ ὄντος

θήραν. ἐρώτων δὲ καὶ ἐπιθυμιῶν καὶ φόβων καὶ εἰδώλων παντοδαπῶν καὶ φλυαρίας ἐμπίπλησιν ἡμᾶς πολλῆς, ὥστε τὸ λεγόμενον ὡς ἀληθῶς τῷ ὄντι ὑπ' αὐτοῦ οὐδὲ φρονῆσαι ἡμῖν ἐγγίγνεται οὐδέποτε οὐδέν.

7. (*Not from text-books.*)

Παῖς μὲν γὰρ ὢν (Εὐαγόρας) ἔσχε κάλλος καὶ ῥώμην καὶ σωφροσύνην, ἅπερ τῶν ἀγαθῶν πρεπωδέστατα τοῖς τηλικούτοις ἐστί. καὶ τούτων μάρτυρας ἄν τις ποιήσαιτο, τῆς μὲν σωφροσύνης τοὺς συμπαιδευθέντας τῶν πολιτῶν· τοῦ δὲ κάλλους, ἅπαντας τοὺς ἰδόντας· τῆς δὲ ῥώμης, τοὺς ἀγῶνας, ἐν οἷς ἐκεῖνος τῶν ἡλικιωτῶν ἐκρατίστευσεν. ἀνδρὶ δὲ γενομένῳ ταῦτά τε πάντα συνηυξήθη, καὶ πρὸς τούτοις ἀνδρία προσεγένετο, καὶ σοφία, καὶ δικαιοσύνη· καὶ ταῦτ' οὐ μέσως, οὐδὲ ὥσπερ ἐν ἑτέροις τισίν, ἀλλ' ἑκαστον αὐτῶν εἰς ὑπερβολήν· τοσοῦτον γὰρ καὶ ταῖς τοῦ σώματος καὶ ταῖς τῆς ψυχῆς ἀρεταῖς διήνεγκεν, ὥστ', ὁπότε μὲν αὐτὸν ὁρῷεν οἱ τότε βασιλεύοντες, ἐκπλήττεσθαι καὶ φοβεῖσθαι περὶ τῆς ἀρχῆς, ἡγουμένους, οὐχ οἷόν τ' εἶναι τὸν τοιοῦτον τὴν φύσιν ἐν ἰδιώτου μέρει διαγαγεῖν.

II. Translate into Greek, with accents:

As Taxiles was a man of great prudence, he waited on Alexander, and after the first compliments, thus addressed him: "What occasion is there for war between you and me, if you are not come to take from us our water and other necessaries of life, the only things that reasonable men will take up arms for? As to gold and silver and other possessions, if I am richer than you, I am willing to oblige you with part; if I am poorer, I have no objection to sharing in your bounty." Charmed with his frankness, Alexander took his hand and answered: "Think you, then, with all this civility, to escape without a conflict? You are much deceived if you do. I will dispute it with you to the last; but it shall be in favours and benefits; for I will not have you exceed me in generosity."

WEDNESDAY, 18TH JANUARY, 10 A.M. TO 1 P.M.

LATIN: TEXT-BOOKS AND GRAMMAR.

I. Write down:

1. The nominative and genitive singular, or, if the word is used only in the plural, the nominative and the genitive plural, of —Quotusquisque, forcipibus, quinquatribus, incude, rhetora.

2. The principal parts, in the active voice, of the verbs which occur in the following forms in your text: Obliitus, resciderat, comptae, sanxisse, impingier, amburcretur.

3. The classical forms corresponding to the following

archaisms: Creduis, aeviternum, scibitur, reconciliasso, endoperator, insectabit, pigneri.

4. The derivation and the etymological meaning of obfucia, deartuatus, facundia, solemnis, cogito, architectus.

II. Explain and exemplify: 1. The uses of the Gerund; 2. the different uses of the Gerundive in transitive, and intransitive verbs.

III. 1. What is meant by the following: *Hereditas sine sacris;* actio perduellionis; *unciarium fenus;* coena novendialis; genitalis hora; sublinere os alicui; ærarium; fiscus; decimo septimo Kalendas Aprilis; *hora fere undecima;* urbs a figulis munita; *gener Cereris;* millies sestertium.

2. Add explanatory remarks on the words in italics.

IV. 1. Mark the difference of meaning between—(*a*) incidere, incidere; (*b*) liberi, liberti, libertini; (*c*) lacrima, fletus; (*d*) indagavi, patefeci, protuli; (*e*) semi, sesqui (*in compounds*); (*f*) Quis est qui Pompeium cum Clodio conferre audet? Quis est qui Pompeium cum Clodio conferre audeat? (*g*) Oblitus es, oblitus es.

2. Give the frequentative forms of—sustinere, affligere, labefacere, and the passive form of labefacio.

V. Translate and explain the allusions:

1. Nugas; Indificabitur,
Garriet quoi neque pes unquam, neque caput conpareat.
Ornamenta absunt; Aiacem, hunc quom uides, ipsum uides.

2. Da nunc et volucrem, sceptro quæ surgit eburno,
Illinc cornicines, hinc præcedentia longi
Agminis officia et niveos ad frena Quirites,
Defossa in loculis quos sportula fecit amicos.

3. Finem animae, quæ res humanas miscuit olim,
Non gladii, non saxa dabunt, nec tela, sed ille
Cannarum vindex ac tanti sanguinis ultor
Annulus.

4. Nolite pati mihi acerbiorem reditum esse quam fuerit ille ipse discessus; nam qui possum putare me restitutum esse, si distrahor ab iis per quos restitutus sum?

VI. Translate and write grammatical notes on the construction of the italicised words:

1. Quid? tu me iratum, Sexte, putas tibi, cuius tu *inimicissimum* multo crudelius punitus es, quam erat *humanitatis* meae postulare.

2. Acervatim ex eo Annius Pollio, Appius Silanus *maiestatis* postulantur, clari *genus.*

3. Diu *quaesito* quos neptibus suis maritos destinaret, Caesar, postquam instabat virginum ætas, L. Cassium, M. Vinicium elegit.

4. Nisi cotidianus sesquiopus confeceris,
Sexcentoplago nomen indetur tibi.

VII. 1. Translate, so as to bring out the exact meaning of the italicised words. 2. Add in each case the name of the speaker.

(*a*) Namque, edepol, si *adbites* propius, os denasabit tibi Mordicus.
(*b*) Qui per uirtutem *perbitat*, is non interit.
(*c*) At unum quæso, si huc *rebitet* Philocrates,
Ut mi eius facias conueniendi copiam.
(*d*) Sed hoc mihi aegre 'st, me huic *dedisse operam* malam.
(*e*) *Do tibi operam*, si quid est quod me velis.

VIII. Rewrite in the form of Obliqua Oratio, beginning with: *Dixit M. Terentius.*

"Utcunque casura res est, fatebor et fuisse me Seiano amicum, et ut essem expetisse, et postquam adeptus eram laetatum. Nec quemquam exemplo adsumo: cunctos, qui novissimi consilii expertes fuissus, meo unius discrimine defendam. Tuum, Caesar, generum, tui consolatus socium colebamus. Non est nostrum aestimare quem sævra caeteros, et quibus de causis, extollas. Tibi summum rerum iudicium dii dedere; nobis obsequii gloria relicta est."

IX. Express in Latin:

1. There was no mistaking what the letter meant.
2. I see I must let you have your way.
3. What is the matter with you? Why don't you speak to me?
4. He could not help jumping for joy.
5. If you knew me better, you would judge differently.
6. I fear I can't well do without your assistance.

X. Give an abstract of the Oratio pro Milone distinguishing in it 1. *Præparatoria ad causam*; 2. *Confirmationis pars prior*; 3. *Confirmationis pars posterior.*

WEDNESDAY, 18TH JANUARY, 2 TO 5 P.M.

LATIN: TRANSLATION.

I. Translate into English:

1. HE. Verba mihi data esse uideo. TY. quid cessatis, conpedes,
Currere ad me meaque amplecti crura, ut uos custodiam?
HE. Satin me illisce hodie scelesti capti ceperunt dolo?
Illic seruom se adsimulabat, hic sese autem liberum.
Nuculeum amisi, retinui pigneri putamina.
Ita mi stolido sursum uorsum os subleuere offuciis.
Hic quidem me nunquam invidebit, Colaphe, Cordalio, Corax
ite, istinc ecferte lora. LO. Num lignatum mittimur?
HE. Inicite huic manicas actutum mastigiae.
TY. Quid hoc est negoti? quid ego deliqui? HE. Rogas?
Sator sartorque scelerum et messor maxume.
TY. Non occatorem prius debebas dicere?
Nam semper occant prius quam sariunt rustici.
HE. Attat, ut confidenter mihi contra astitit.

2. HE. Cura quam optume potest. ER. Bene ambula et redambula.
Illinc hinc abiit: mihi rem summam credidit cibariam.
Di immortales, iam ut ego collos praetruncabo tegoribus.
Quanta pernis pestis ueniet, quanta labes larido,
Quanta suminii absumedo, quanta callo calamitas,
Quanta laniis lassitudo, quanta porcinariis:
Nam si alia memorem, quae ad uentris uictum conducunt, morast.
Nunc ibo, ut properem in praefecturam, ut ius dicam larido
Et quae pendent indemnatae pernae, eis auxilio feram.

3. Praeter maiorum cineres atque ossa volucra
Carpento rapitur pinguis Lateranus, et ipse,
Ipse rotam adstringit multo sufflamin consul,
Nocte quidem, sed luna videt, sed sidera testes
Intendunt oculos. Finitum tempus honoris
Cum fuerit, clara Lateranus luce flagellum
Sumet et occursum nunquam trepidabit amici
Iam senis, ac virga prior annuet atque maniplos
Solvet et infundet iumentis hordea lassis.
Interea dum lanatas torvumque iuvencum
More Numae caedit Iovis ante altaria, iurat
Solam Eponam et facies olida ad praesepia pictas.

4. Rex Pylius, magno si quidquam credis Homero,
Exemplum vitae fuit a cornice secundae.
Felix nimirum, qui tot per secula mortem
Distulit atque suos iam dextra computat annos,
Quique novum toties mustum bibit. Oro parumper
Attendas, quantum de legibus ipse queratur
Fatorum et nimio de stamine, cum videt acris
Antilochi barbam ardentem, cum quaerit ab omni,
Quisquis adest socius, cur haec in tempora duret,
Quod facinus dignum tam longo admiserit aevo.
Haec eadem Peleus, raptum cum luget Achillem,
Atque alius, cui fas Ithacum lugere natantem.

5. Sed creditores in solidum appellabant; nec decorum appellatis minuere fidem. Ita primo concursatio et preces; dein strepere praetoris tribunal; eaque quae remedio quaesita, venditio et emptio, in contrarium mutari, quia feneratores omnem pecuniam mercandis agris condiderant. Copiam vendendi secuta vilitate, quanto quis obaeratior, aegrius distrahebant, multique fortunis provolvebantur; eversio rei familiaris dignitatem ac famam praeceps dabat, donec tulit opem Cæsar disposito per mensas millies sestertio, factaque mutuandi copia sine usuris per triennium, si debitor populo in duplum praediis cavisset. Sic refecta fides et paulatim privati quoque creditores reperti. Neque emptio agrorum exercita ad formam senatus consulti, acribus, ut ferme talia, initiis, incurioso fine.

6. Arruntius . . . . . respondit. Sibi satis aetatis, neque aliud paenitendum quam quod inter ludibria et pericula anxiam senectam toleravisset, diu Seiano, nunc Macroni, semper alicui potentium invisus, non culpa, sed ut flagitiorum impatiens Sane paucos et supremos principis dies posse vitari: quemadmodum evasurum imminentis iuventam? an, cum Tiberius post tantam rerum experientiam vi dominationis convulsus et mutatus sit, C. Caesarem, vix finita pueritia, ignarum omnium aut pessimis innutritum, meliora capessiturum Macrone duce? qui, ut deterior, ad opprimendum Seianum delectus, plura per scelera rem publicam conflictavisset. Prospectare iam se acrius servitium, eoque fugere [illegible] acta et instantia Haec vatis in modum dictitans, venas resolvit.

7. Agesit ita factum: quae causa, cur Romam properaret? cur in noctem se coniiceret? quid afferebat festinationis, quod heres erat? Primum erat nihil, cur properato opus esset: deinde, si quid esset, quid tandem erat, quod ea nocte consequi posset, amitteret autem, si postridie mane Romam venisset? Atque, ut illi nocturnus ad Urbem adventus vitandus potius quam expetendus fuit: sic Miloni, quum insidiator esset, si illum ad Urbem noctu accessurum sciebat, subsidendum atque exspectandum fuit. Noctu, insidioso et pleno latronum in loco occidisset. Nemo ei neganti non credidisset, quem esse omnes salvum etiam confitentem volunt. Sustinuisset hoc crimen primum ipse ille latronum occultator et receptator locus, dum neque muta solitudo indicasset neque caeca nox ostendisset Milonem.

(*Not from text-books.*)

8. Quam multos scriptores rerum suarum magnus ille Alexander secum habuisse dicitur! Atque is tamen, cum in Sigeo ad Achillis tumulum astitisset: "O fortunate" inquit "adulescens, qui tuae virtutis Homerum praeconem inveneris! Et vere. Nam nisi Ilias illa exstitisset, idem tumulus, qui corpus eius contexerat, nomen etiam obruisset. Quid? Noster hic Magnus, qui cum virtute fortunam adaequavit, nonne Theophanem Mytilenaeum, scriptorem rerum suarum, in contione militum civitate donavit, et nostri illi fortes viri, sed rustici ac milites, dulcedine quadam gloriae commoti, quasi participes eiusdem laudis, magno illud clamore approbaverunt?

II. Translate into Latin:

The subsequent life of the Prince is a story of melancholy interest. We find him at first received in France with all the honours due to one who, though unfortunate, had exhibited a heroism rarely equalled and never surpassed: gradually he was slighted and neglected, as one of a doomed and unhappy race, whom no human exertion could avail to elevate to their former seat of power: and finally when his presence in France became an obstacle to the conclusion of peace, he was violently arrested and conveyed out of the kingdom.

WEDNESDAY, 18TH JANUARY, 10 A.M. TO 1 P.M.

PERSIAN: TEXT-BOOKS AND GRAMMAR.

I. Write concerning غني

1. His teacher's name.
2. The date and place of his birth.
3. The couplet giving the تاريخ of his death.

II. 1. Whence did ملا حسين كاشفي get the materials for the انوار سهيلي ?

2. Discuss the appropriateness of the title "انوار سهيلي."

III. Give

1. The meanings in Persian of :

دب اكبر - كعبتين - سوكه پيشاني - الف كشيدن - خار ازپهلو روئيدن - شانه در آب داشتن - يد بيضا نمودن - دست در بغل كشيدن - گره بر گلو كشيدن - ميل در چشم كشيدن - چشم در كلاه نداشتن *

2. The Persian translation of :

كل شيئ يرجع إلى اصله - الصبر مفتاح الفرج - المكثار محذار - من صمت نجا *

3. The difference in meaning between :

عرض و جوهر - سمت و سمت - طعن و ضرب - كسوف و خسوف *

IV. 1. Paraphrase :

دم جان بخش اوتا رنگ حيرت ريخت در عالم
زمهر آئينه در پيش نفس ديدم مسيحا را
آزاده ام ز قيد زمين چون نهال شمع
بردم فرو بآب و گل خويش ريشه را
گرديد راز عشق ز پوشيدن آشكار
دندان بخيه پردهٔ مارا دريده است
سر چو تار سبحه بصد در كشيده ايم
آخر رسيده ايم بخود آرميده ايم

مي تواند چهره شد بامن چو عکس آئنه
گو کند رنگ پریده تکیه بر ضعف تنم
مژه هر لحظه بهم بر نزنم چون مردم
در فراق تو زند دست بسر دیدهٔ من
شیر را سلسله آوردن دهنر همه شب
فارغ البال بر اطفال و دمن مي گردد
بد فقر کم از کسوت شاهي نبود
رسد آئینه طرف گر بسکندر گیرد

2. Give the تقطیع of the first couplet and name the بحر

3. Write the ردیف and قافیه of the last couplet.

V. 1. Define عاجز - احزم - حازم and write out briefly in Persian the story which illustrates the difference between the above words.

2. Write briefly in Persian the events which led to the use of the following proverb :

کار بوزینه نیست بچاري *

3. Quote briefly the moral of each of the following stories :

کشف و عقوب - عاقل و غافل - کنجشک و مار - بوزینه وسنگ پشت *

VI. Quote

1. Couplets beginning with

(a) از هنر خویش کشا سینه را *

(b) بهائم خموشند و گویا بشر *

2. Couplets in which the qualifications of an ambassador are described.

3. A couplet which shows that غني was a Sunni.

VII. 1. Re-write in simple Persian the following :

(۱) حصول آمال متعلّق است بوکوب احوال (۲) بمجرد تصور رنجي که در ذهاب و ایاب برسد صحیفهٔ توجه من رقم نسخ نخواهد یافت (۳) اهمال و تقصیر را در مذهب حمیت

رخصت نمي يابم (۴) قضات محكمهٔ دانش كه قبالهٔ هنرپروري بتوقيع احكام ايشان مسجل است فتوي بر اينگونه داده اند كه نقد هر شهادت كه بسكهٔ يقين آراسته نباشد در دارالضرب قبول مقبول و تمام عيار نيست (۵) دفتر بهجت و نشاط بر طاقچهٔ عدم نشايستي نهاد (۶) اگر عين النور از مرغزار سپهر بديدهٔ تصرف درو نگرد سماك رامح بسناي سطوت چشمش بدوزد*

2. Give another 'reading' نسخه in each of the following couplets :

چه بندد راه بيرون رفتن جان بهر دلسوزي
بوقت نزع گيرد تنگ بخت بدگلو ما را

ازان در دلبري ها طاق مي بينم دو ابرويش
كه از پيوستگي باهم يكي گشته دو ابرويش

VIII. 1. Explain the تلميح in :

چو استعداد نبود كار از اعجاز نكشايد
مسيحا كي تواند كرد روشن چشم سوزن را

افتاد گل ز ديدهٔ يعقوب همچو اشك
دانم نسيم مصر بكنعان وزيده است

2. Name the صنائع in :

روئي چگونه روئي روئي چو آفتابي
زلفي چگونه زلفي هر حلقه پيچ و تابي

شب كه سازد غم آغوش تو بيتاب مرا
گر بود فرش ز مخمل نبود خواب مرا

زهر چشم تو زبس كرد سرايت در وي
چه عجب زهرهٔ بادام اگر آب شود

به نهال جويبارش شاخ طوبي متصل
وز نسيم بوستانش باغ جنت بوستان

IX. 1. Point out the عيوب شاعري in the following :

هرجا بود روشندلي باشد ز بخت تيره داغ
تاريكئ پاي چراغ زائل نگردد از چراغ

پیرهن گل تن گل عارض گل لب دلدار گل
باغبان صنع بسته دستهٔ زین چار گل
نکته نه بود که سر از جیب برون آورده
جامه ات گوئي ز پیراهن یوسف برده

X. Explain the following grammatical terms, and give examples:

مرکب تام - ممیز - مبدل منه - مستعار منه - استعارهٔ
مجرده - استخدام - التفات - شایگان

WEDNESDAY, 18TH JANUARY, 2 TO 5 P.M.

PERSIAN: TRANSLATION.

I. Translate into Persian:

1. Finding that the Egyptians, used to the delicate and luxurious living of their own land, looked down upon the Arabs for their simple and frugal fare, Amru chose a singular expedient to disabuse them of the prejudice and to raise the people in their estimation. First, he had a feast prepared of slaughtered camels, after the Bedouin fashion: and the Egyptians looked on with wonder while the army satisfied themselves with the rude repast. Next day, he commanded a sumptuous banquet to be set before them, with all the dainties of the Egyptian table: and here again the warriors fell to with equal zest. On the third day, there was a grand parade of all the troops in battle array, and the people flocked to see it. Then Amru addressed them, saying: "The first day's entertainment was to let you see the plain and simple manner of our life at home: the second to show you that we can, not the less, enjoy the good things of the lands we enter: and yet retain, as ye see in the spectacle before you, our martial vigour."

Amru gained his end, for the Copts retired, saying one to another, "See ye not that the Arabs have but to raise their heel upon us and it is enough." Omar was delighted at his lieutenant's device and said of him, "Of a truth it is on wisdom and resolve, as well as on mere force, that the success of warfare doth depend."

2. After the destruction of the Mamluk power by the Ottoman conqueror Selim, in the beginning of the sixteenth century, though a few rare survivals of the ancient artistic genius of the Saracens are found, and though in the smaller branches of skilled industry, in wood-work, glass and mosaic, the workmen of Egypt continued to produce some excellent results, yet the energy and enthusiasm of the artists languished for lack of encouragement, and, as a rule, the period of Turkish domination furnishes but the record of a long and dreary process of degradation in every branch of art. The period of the finest and most abundant works of art is

that of the Mamluks, from the thirteenth to the beginning of the sixteenth century.

II. Translate into English:

1. بزرگي گفتر است زبان ترجمان دل ست و دل والي ولايت بدن و سخن عرض كنندهٔ جواهر گنجينهٔ وجود تا درِ درج گويائي بمسمار خاموشي بسته باشد و مهر سكوت بر سر حقهٔ نطق نهاده در چمن زندگاني همه رياحين سلامت رويد ونهال حيات همه ثمرهٔ امن و راحت بخشد - اما چون گلبن بلاغت در تبسم آيد و بلبل فصاحت در ترنم ايمن نتوان بود كه رايحهٔ گلزار سخن سبب تفريح دل و تقويت دماغ خواهد شد يا علت ظهور مادهٔ زكام و واسطهٔ صداع خواهد بود - چه زبانهاي بسته بيک نكتهٔ دلپذير بسي عقدهاي مشكل كشاده است - و سخنان شوانگيز بيک اشارت بے محل گردن گوينده را بر بندهاي گران بسته - قطعه

* اگر بچشم خرد در سخن نگاه كني * بضاعتي است كه هم سود و هم زيان دارد * نشان كه داد كه ناگفته نكتهٔ كس را * بدرد دل كند آواره يا بجان آرد * ولي بسي است كه گوينده را كمين لفظي * دهد بباد همانندم كه برزبان آرد *

امرود از هر شاخ كوزهاي آبحيات با صراحيهاي نبات در آويخته بصلاي حلواي بے دود ميل كاهلان بے سرمايه و سود را بر انگيخته - مثنوي * انارش چون لب دلدار خندان * حريفان را حريف آب دندان * براي امتحان گردون زرگار * فكنده جوهر ياقوت در نار * دريک جانب انجير بے نظير كه دست قدرت وصف جمالش بر طبق والتين نهاده حلواي زيبا از خشخاش و قند ترتيب داده *

2. براي زخم ما از مشک تا سازد سپه تابش
بر آهو آزمايد چشمت اول تيغ مژگانرا

غني تا نقش خط گشت از نگين لعل او پيدا
دهن شد خاتم انگشت حيرت ساده‌لوحانرا
تا كي فريب هستئ موهوم ميخوري
نتوان چو عكس آئينه شد غرق در سراب
از پئ روزى همه روزينه داران عاجزانه
معنئ روزينه گوئي سلب روزي بوده است
فيض چون گرسنه چشمان نبرد كس ز كها
آب دريا همئي صرف بگرداب شود
نقد بيقدر بود نقش پر طاؤسم
اگرش سكه زد دام نسازد صياد
مكدر مي شود دل از سخنگويان بے معني
بر اين آئينه رنگ طوطيان زنگار مي گردد
رسد چون برلبش پيمانه صهبا جا نمى گيرد
تلي جاى لب مي نوش او صهبا نمى گيرد
جبههٔ خود بردر آن مهر طلعت بسكه سود
آخر از پيشانئ مه ماند ابروي و بس

3. راه را كالسكه روساخته اند - دران منزل سيورسات را نداريد - هوا مه رقيق داشت - نزد آن منزل جلكه بود - آيا دريا پرست يا خالي - بوان در لولا كوبيده است - بجهت اين طفل لله مقرر بكن - آيا شما مرا رنشخند مي كنيد *

4. بآن لب كرده ام نسبت شراب ارغواني را
بخون آلوده ام بيهوده آب زندگاني را
سر كوى تو بازيگاه طفلان است پنداري
كه تا مژگان كشودم طفل اشك من دويد آنجا
اهل دنيا را زنعمت هاے الوان بهره نيست
رنگ و بو از گل نباشد رشتهٔ گلدسته را
مناسب نيست از ارباب همت خرده بين بودن
نمي باشد زارزن طعمه در خور باز و شاهين را

WEDNESDAY, 18TH JANUARY, 10 A.M. TO 1 P.M.

URDU: TEXT-BOOKS AND GRAMMAR.

I. ۱ اُردو زبان کي مختصر تاريخ لکهو - صاحب آب حيات نے اسکي پانچ دور بيان کئے هين - وه کيا هين ؟ هر ايک کي حد اور خصوصيتين بيان کرو اور اونمين جو مصنفين گذرے هين انکے نام لکهو *

۲ اُردو نثر کي ابتدا کسوقت سے هوي ؟ اپنے جواب کے واسطے دليل پيش کرو اور اس وقت کي نثر تصنيفون کے نام لکهو - زمانه حال کي نثر کب سے شروع هوي اور اوس طرز کي کيا خصوصيتين هين ؟ اوس وقت کے دو تين بهت اعلي درجه کے نثارون کے نام لکهو - اور اونکي تصنيفات کا بهي ذکر کرو *

۳ اُردو کن زبانون سے مرکب هي - اُردو کا ڈهانچه کس زبان سے لیا گیا هي دليل کے ساتهه بيان کرو— ترکي - فرنچ - پرتکال - انگريزي زبانون کے چند لفظ لکهو جو اُردو مين رائج هو گئے هين - برج بهاشا کيا زبان هي ؟ اس زبان کے کچهه ٹهيٹ الفاظ لکهو (۱) جو اُردو مين مستعمل نهين هين (۲) جو اُردو مين مستعمل اور رائج هين *

II. ۱ مير تقي مير اور انشا کي سوانح عمري اور انکي عصر و معاصرين کا تهوڑا سا حال دلچسپ طور پر لکهو *

۲ مير تقي مير اور ناسخ مين مقابله اور موازنه کرو اور انکي طرز کلام مين کيا فرق هي شرح و بسط کے ساتهه نظيرين ديکر بتاؤ *

۳ بستان حکمت کي طرز انشا مين کيا خصوصيتين هين اور اسکي مذاق مين کس قسم کي غلطي هي *

III. ۱ حرف نے پر ايک شرح لکهو - اور اسکي اصل کيا هي اور طريقه استعمال کا کيا هي اور آگے کيا تها - اور اسکے

استعمال مین غیر زبان دان لوگ کیا غلطیان کرتے ہین *

۲ اُردو مین تابع کئے قسم کا آتا ہي - بدل آتا ہي یا نہین - منادیٰ مضاف کسے کہتے ہین - اور اُردو مین کسطرح آتا ہي - جملۂ اسمیہ کسکو کہتے ہین - اس سوال پر بحث کرو کہ اُردو مین جملۂ اسمیہ پایا جاتا ہی یا نہین *

۳ اُردو مین نئے الفاظ غیر زبانون سے خاصکر انگریزی سے ہمیشہ لئے جاتے ہین - انکے تذکیر و تانیث کے واسطے کوئي عام قاعدہ سوچکر نکالو - جسمین قلم کے آخر مین واو ہو اوسکی تانیث و تذکیر کي کیا پہچان ہي ؟

VI. ۱ اُردو مین کہین اعراب بحرف (case-terminations) کا پتا چلتا ہي یا نہین - اس بحث کو بتفصیل بیان کرو *

۲ جمع بنانے کے متروک قاعدون کا ذکر کرو - بعض متروک قاعدے اب خاص صورتونمین قائم رہگئے ہین - وہ کیا صورتین ہین *

۳ اسماي موصولہ کے استعمال کے نسبت انگریزي اور اُردو مین کیا فرق ہي - نظیرین دیکر ثابت کرو کہ بعض صورتون مین انگریزي کا لفظي ترجمہ اُردو مین بلا تعقید نہین ہوسکتا *

V. ۱ اقسام کلمہ سے کس قسم کے کلمہ عربی و فارسي زبانون کے اُردو مین زیادہ تر لئے گئے ہین اور کس قسم کے کلمہ کس وجہ سے مطلق نہین لئے گئے اور نہ لئے جاسکتے ہین - جواب مین نظیرین پیش کرو *

۲ اُردو مین (simulation) یعنے الفاظ کے بہیس بدلنے کي نظیرین دکھاؤ - اور (imitative words) حکایت اصوات کي نظیرین دو *

۳ الفاظ ذیل کا مادہ بتاؤ : وہان - جیسا - کبھی - کدہر - ستواسا - بگولا - بندنہوار - کسوٹي *

IV. ۱ مصطلحات ذیل کی تعریف کرو :

تعقید لفظی - ضرورات شعری ذوقافیتین - ردالعجز علے الصدر - سبب - مجاز - استعارہ - تشبیہ *

۲ ان صنایع کی تعریف کرو : جناس مذیل - ارسال مثل - طباق - اشتقاق - تلمیح *

۳ شاہنامہ کس بحر مین ہی ؟ کسی شعر کی تقطیع کرے بدون *

اشعار ذیل کی تقطیع کرو :

(ا) آرزوی چشمۂ کوثر نہین
تشنہ لب ہون شربت دیدار کا

(ب) خوش ہوا ای بخت کہ ہی آج تری سر سہرا
باندہ شہزادہ جوان بخت کے سر پر سہرا

IIV. ۱ اشعار ذیل کو سلیس نثر مین لکھو :

ہین زور حسن سے وہ نہایت گھمنڈ پر
نام خدا نگاہ پڑے کیون نہ ڈنڈ پر
تعویذ لعل ہی سے نہ بہولے گھمنڈ پر
ایک نیلہ ڈورہ ڈالے اس گورے ڈنڈ پر
یا رب سدا سہاگ کی میدہی رچا کرے
پتے بچین کھچین - رہی آفت ارنڈ پر
یہہ باز میری کاٹ کے دی کسنے اسقدر
جو تم رگڑ رہی ہو سر وہی کرنڈ پر
دو تین دن تو ہو چکے اب پھر چلو وہین
فیروز شہ کی لاٹھہ کے اوس چوتھی کھنڈ پر
وہ پہلوان سادہ لب جو پہ ڈنڈ پیل
بولا کہ کوئی غش ہو تو ایسے بھسنڈ پر
گلبرگ تر سمجھہ کے لگا بیٹھہ ایک چونچ
بلبل ہمارے زخم جگر کے کھرنڈ پر

انشا بدلکے قافئے رکھ چھیڑ چھاڑ کي
چڑھ بیٹھ ایک اور بچھیرے اکنڈ پر
۲ بیت دوم و سوم کے تلمیح کي شرح کرو *
۳ بیت ششم کي ترکیب کہو *

IIIV. عبارت ذیل کو سلیس عاری نثر مین لکھو :

پلنگ نے کہا کہ ایک روباہ گرسنہ اپنے دیماس سے باہر آکر تلاش طعمہ مین ہر سو پھرتي تھي کہ ناگاہ چمڑے کي بد بو روباہ کے ناک مین آئي اُسطرف نگاہ کي دیکھا کہ ایک پوست پارہ سڑا پڑا ہي اُسے چبانے لگي اُسکے قرب مین ایک گاؤن تھا وہان سے بہت مرغیان چگتي ہوی باہر آئین اور ایک لڑکا زیرک نام اونکے ساتھہ محافظ تھا روباہ کو یہہ طمع ہوي کہ اس پوست کو چھوڑ کے ایک مرغ انمین سے شکار کیجئے اور گوشت تازہ کھائے اس خیال مین اُدہر روانہ ہوي کہ اثناي راہ مین ایک شغال سے دو چار ہوي شغال نے پوچھا کہ کہان جاتي ہي اور کیون متفکر ہي ؟ روباہ نے کہا ای عزیز ان مرغون کو دیکھتا ہي کہ کس فربہي اور لطافت سے ہین اور مین کئی دن سے بھوکي ہون رزاق نے پوست پارہ مجھے عنایت کیا تھا مگر جاذبہ شوق اسکا مقتضي ہي کہ انمین سے ایک مرغ پکڑ کے اُس سے کام جان لون کہ وہ گوشت لذت حیات رکھتا ہي - شغال نے کہا کہ مین ایک مدت سے اسي کمین گاہ مین رہا کہ انمین سے ایک کو شکار کرون مگر وہ غلام زیرک کہ اِنکا نگہبان ہي طریق محافظت اسطرح پر جانتا ہي کہ صیاد خیال اسکي پاسباني کے خوف سے صورت متصورہ مرغ کي دام مین نہین لاسکتا ہي اور نقاش فکر اوسکي بیم نگہباني سے نقش اسکا لوح خیال پر نہین کہینچ سکتا ہي اور مین اسي فکر مین ایک مدت سے ہون پر کچھہ فائدہ نہوا تونے جو یہہ پوست

پارہ پایا ہي اسے غنیمت جان اور اس فضولي سے در گذر -
بیت جو ملا تقدیر سے اسپر قناعت کیجئے * اور
زیادہ کی توقع خبط ہي نقصان ہي * روباہ نے کہا کہ اي
برادر جبتک دل کي مراد ترقي کے ساتھ حاصل ہونا متصور
ہو تبتک حضیض نکبت کے طرف ارادہ کرنا حیف عظیم ہي
اور جبتک چمن آسایش مین گل عشرت کا نظارہ ممکن ہو
قدم کہرستان دناءت مین رکھنا عیب فاحش ہي *

XI. اس مرکب کي تفصیل کے ساتھ شرح کرو :

1. غالب *

نوید امن ہي بیداد دوست جان کے لئے
رہي نہ طرز ستم کوئي آسمان کے لئے
بلا سے گر مژۂ یار تشنۂ خون ہي
رکھون کچھ اپنے بھي مژگان خون فشان کے لئے
وہ زندہ ہم ہین کہ ہین روشناس خلق ای خضر
نہ تم کہ چور بنے عمر جاودان کے لئے
رہا بلا مین بھي مین مبتلاي آفت رشک
بلاي جان ہی ادا تیری ایک جہان کے لئے
فلک نہ دور رکھ اوس سے مجھے کہ مین ہي نہین
دراز دستي قاتل کے امتحان کے لئے

WEDNESDAY, 18TH JANUARY, 2 TO 4 P.M.

URDU: TRANSLATION

I. Translate into Urdu:

Education, in its larger sense, is one of the most inexhaustible of all topics. Though there is hardly any subject on which so much has been written, by so many of the wisest men, it is as fresh to those who come to it with a mind not filled full with other people's conclusions, as it was to the first explorers of it: and notwithstanding the great mass of excellent things which have been said respecting it, no thoughtful person finds any lack of things both great and small still waiting to be said, or waiting to be developed and followed out to their consequences. Education, moreover, is

one of the subjects which most essentially require to be considered by various minds, and from a variety of points of view. For of all many-sided subjects it is the one which has the greatest number of sides. Not only does it include whatever we do for ourselves, and whatever is done for us by others, for the express purpose of bringing us somewhat nearer to the perfection of our nature; it does more: in its largest acceptation, it comprehends even the indirect effects produced on character and on the human faculties, by things of which the direct purposes are quite different; by laws, by forms of government, by the industrial arts, by modes of social life, nay, even by physical facts not dependent on human will; by climate, soil, and local position. Whatever helps to shape the human being; to make the individual what he is, or hinder him from being what he is not—is part of his education.

A historian is required, not merely to relate events, but to explain or account for them. In other words, he has to show how they conform to the ordinary laws or on-goings of the world. His personages must be seen to be actuated by the usual motives of mankind; he must find, in the recognised modes of working of things, adequate causes for whatever has happened.

Such explanatory accompaniments are said to make a history philosophical. There is, however, no history but is philosophical in some degree. The difference between one historian and another has regard to the accuracy and the penetration that they severally display in accounting for the transactions narrated by them.

II. Translate into English:

مرقوم الذیل نثر و نظم کا ترجمہ انگریزي مین تحریر ہو:

1. مطوقہ نے کہا کہ اي برادر توبہ کرو وہ لوگ کہ جو تجھہ سے ہزار درجہ قوّت و شوکت و فہم و فراست مین بالا تر ہین وہ بھي تقدیر ازلي اور قضاي لم یزلي سے ناچار رہے ہین اور بچ نہین سکتے ہین - جبکہ حکم نافذالحکم سلسلۂ ارادت کو جنبش دیتا ہي ماہي کو قعر دریا سے اوج ہوا پر لاتا ہي اور مرغ ہوائي کو اوج ہوا سے قعر زمین مین لیجاتا ہي - بلکہ کسي آفریدہ کو قضا و قدر سے تسلیم و رضا کے سوا چارہ نہین - جانا چاہئے کہ دانا کو جریان حکم قضا مین اور رعیت حقیر کو نفوذ فرمان سلطان عالیشان مین گنجایش چون و چرا کي کسی طرح نہین ہي -

زیرک نے کہا کہ اي مطوقہ دل خوش رکھہ - جو لباس کہ

حیّاط ارادت ایزدي نے اپنے بندون کے قامت پر سیا ہي
محض عنایت اور کرامت سمجھا چاہئے - اور واقعي بھي
یہي ہي کہ کوئي بندہ اپنے حقیقت حال سے آگاہ نہین ہي
اور جس چیز نے کہ ضمن مین اس کام کے اندراج پایا ہي
اوسے کوئي نہین جانتا ہي کہ کیا ہي - اور سچ ہي جو جسے
پیش آتا ہي اگر خوب نگاہ کرے تو اوسکي صلاح و فلاح
اُسي مین ہوتي ہي کہ بزرگون نے کہا ہي نوش صفا بے
نیش جفا اور گل راحت بے خار محنت کمتر دیکھا ہي *

2. اڑتے ہي رنگ رخ مرا نظرون سے تھا نہان
اس مرغ پر شکستہ کی پرواز دیکھنا
میری نگاہ خیرہ دکھاتے ہین غیر کو
بے طاقتي پہ سرزنش ناز دیکھنا
چشمک میري وحشت پہ ہي کیا حضرت ناصح
طرز نگہ چشم فسون ساز تو دیکھو
مین نے چاہا تھا کہ اندوہ وفا سے چھوٹون
وہ ستمگر مرے مرنے پہ بھي راضي نہ ہوا
دل گذرگاہ خیال مي و ساغر ہي سہي
گر نفس جادۂ سر منزل تقوی نہ ہوا
ہون ترے وعدہ نکرنے مین بھي راضي کہ کبھي
گوش منت کش گلبانگ تسلي نہ ہوا

3. دور انصاف مین گر تیرے ہو کشتہ سیماب
تو بلاشبہ پڑے دیني مہوس کو دیت
نود تفصیل حوائج ہي رخ حاجت مند
عرض حاجت کي نہین سامنے تیرے حاجت
جہات ستر سے بزم جہان ہی وسعت خواہ
کہ ہي ہجوم نشاط و سرور جم غفیر
زمانہ دشمن عشرت کا اس قدر قتل
مہ صیام کو دیکھے نہ کوئي بے شمشیر

WEDNESDAY, 18TH JANUARY, 10 A.M. TO 1 P.M.

TAMIL: TEXT-BOOKS AND GRAMMAR.

I. 1. (a) தண்டகாரணியம் இருந்த இடம் எது?

(b) தமிழின் உற்பத்தியைப்பற்றிக் கம்பரது கொள்கை யாது?

(c) இராமலக்ஷ்மணரது நிறத்தைக் குறிக்கும் வாக்கியத்தை எழுதுக.

2. (a) ஆழ்வார் பன்னிருவர் பெயரும் "மலர்தலை யுலகத்துப் புலமைசான்ற பதின்மர்" என்றதில் விடப்பட்டவர் பெயருங் கூறுக.

(b) மணவாளதாசர் கொள்கை விசிஷ்டாத்துவைதமெனப் பிரமாணங் காட்டுக.

(c) பிரதானமான விஷ்ணுஸ்தலங்களைச் சொல்லிய இரண்டடியையும் எழுதுக.

II. 1. ஸ்ரீராமஸ்துதியில் விராதனதொன்றும் இந்திரனதொன்றுஞ் சொல்லுக.

2. "இன்சொல்லன் றுழ்நடைய னாயினுமொன் றில்லானேல்
வன்சொல்லி னல்லது வாய்திறவா-என்சொலினும்
கைத்துடையான் காற்கீ ழொதுங்குங் கடன்ஞாலம்
பித்துடைய தல்ல பிற."

இப்பொருள்கொண்ட குறளைத் தருக.

3. (a) நட்பினுக்குக் காரணம் யாவை?

(b) குறளிலும் காளத்திபுராணத்திலும் மேற்கோள் காட்டுக.

4. "பழஞ்சொலைப் புதுக்கினர்" எந்தப் பழஞ்சொல்?

5. நக்கீரச்சருக்கத்தின் கதையை ஐந்து ஆறு வரிக்குள் எழுதுக.

III. 1. காஞ்சியென்பது முன்னோரால் யாது பொருளில் ஆளப்பட்டது? மாங்குடி மருதனார் யாது பொருளில் வழங்கினர்? அவருக்கு ஆதாரமென்ன?

2. "வேண்டு புலத்திறுத்து மேம்பட மீ இய" என்றதைப் "பாழாயின நின் பகைவர்தேஎம்" என்றது விரோதிக்கவில்லையா?

3. "குணமுதற்றோன்றிய வாரிருண் மதியிற்-றேய்வன" என்றதற்கு நச்சினார்க்கினியார் கூறிய அர்த்தத்திற் குற்றமில்லையா? வேறெப்படி அர்த்தம்பண்ணலாம்?

4. மதுரைக் காஞ்சியுரையில் தொல்காப்பியுவுரை முந்திய தென்று காட்டுக.

5. மருதம் முதலிய ஐந்திணை நிலங்களுக்குப் பெயர்வந்த தற்குக் காரணமென்ன?

IV. 1. "வியனுண்மீனெறியொழுக" என்றதும் "ஞாயிறும் ** திங்களும் மைதீர்ந்து ** விளங்க" என்றதும் என்ன கோட்பாடுகளைக் குறித்தன?

2. "வையையன்ன வழக்குடைவாயில்" என்றதும் "யாறுகிடந்தன்னவகனெடுந்தெரு" என்றதும் யாதுகாரணத் தினால்?

3. "தென்னவற் பெயரிய ** தொன்முதுகடவுள்" சிவனைக் கருதாதென்ற ஆசிரியரது ஆட்சேபமும் அதற்குச் சமாதானமுங் கூறுக.

4. நெடுஞ்செழியன் யுத்தத்தில் வென்ற ஏழு அரசர்கள் பெயரென்ன?

5. "பெரிதினிது பேதையார் கேண்மை" என்னுங் குறளுக்கு நட்பு உணர்த்திய அதிகாரத்திற் காட்டிய நியாயமென்ன?

V. 1. சம்பரன், பொருநன், நானிலம், அந்தணர், வைனதேயன், வனசம், முருகன், அத்தி (elephant) இவைகள் காரணப் பெயரென்று காட்டுக.

2. பொத்துதல், பூரிமம், இதை, சிமிலி, உல்கு, அளறு, சூளிகை, வேரம், கம்புள், வாலுகம், இவற்றின் அர்த்தமும், எதாவது நாலுக்கு மேற்கோளுஞ் சொல்லுக.

3. போதாவிற்குங் குருகுக்கும் பேதமென்ன?

VI. பேய்முகப்பிணியற; தானடவிடவகைதழுவினனுழைவான்; ஈண்டுவகைவேலதுணையேழுலகமெய்த: வடபெருங்கல்; இருமுந்நீர்ப்பேளநிலைஇயவிரும்பௌவம்; கோழூஉன் குறைக்கொழுவல்சி: சுழலுமிசை; காரிகைநீர்த்து: மருங்குலம்பரத்தியர்; யானைக்கன்றொடுபிறந்தசிங்கம்: தண்பாயலையுந் தினை; கருவரங்கே சலிக்கத்திரிவோர்: இவற்றின் கருத்தென்ன?

VII. 1. அல்லிறுத்தன தாடகை யாதியா
வில்லிறுத்த திடையென மேலைநாட்
புல்லிறுத்த தியாவும் புகன்றுதன்
சொல்லிறுத்தனன் றோன்றல்பின் றோன்றினன்;
வல்லோன் றைஇய வரிப்புனை பாவை

முருகியன் றன்ன வுருவினை யாகி
வருபுனற் கற்சிறை கடுப்ப விடையறுத்
தொன்னு ரோட்டிய செருப்புகன் மறவர்
வாள்வலம் புணர்ந்தநின் றாள்வலம் பழிச்ச ;

இவற்றிற்குப் பொழிப்புரை எழுதுக.

2. நவிறொறு நூனயம் போலும் பயிறொறும்
பண்புடை யாளர் தொடர்பு.

இதற்குப் பதவுரை எழுதுக.

3. பெருமாலை யார்க்குரைப் பேனுமக் கேவிண்டு பேசினல்லாற்
கருமாலை யாயெழுங் கார்க்குலங் காடொண்டர் காற்பொடிதன்
திருமாலைகொண்ட திருமா லரங்கர்தந் தெய்வத்துழாய்
மருமாலை வாங்கிவம் மின்னந்தி மாலை வருமுன்னமே.

இதன் கருத்துரை எழுதுக.

4. வம்மின்னந்தி என்ன விகாரம்? இவ்விகாரமில்லாவிட்டால் வேறென்ன விகாரம் அவசியம் வரவேண்டியது?

VIII. 1. (a) "அனைவருகானகத்தமுதளாவிய - புனைவரவுயிர்வருமுலவை"

(b) "இவ்வில்லிதிவண்மேனாள்-முழுமுதல்வன்வைத்துளது"

(c) "மாடம் பிறங்கிய மலிபுகழ்க் கூடல்"

இவற்றிற்குக் குறிப்புரை (annotations) எழுதுக.

2. (a) மெலிதுசுப்பினர் களிமயின் மாடத்தின் மேற்றந்
நலிபகைப்பெரும் பாம்புகள் வைகலு நடுங்க
உலவலாலிரு சுடர்களு முளநனி யுவந்தம்
மலிபொன் மாடத்திற் றமகதிர் மாறுறு வழங்கும்.

இதை வசனநடையாக எழுதுக.

(b) தம என்றது என்னத்தின் பன்மையை நோக்கி?

IX. 1. "சொற்றுந்தரமன்றிது" சொற்றுமென்றது வழக்கா வழுவா வழுவமைதியா?

2. பகர வகரப்போலிக்கு இராமாயணத்தில் ஒருதாரணங் காட்டுக.

3. "பொய்சேணீங்கிய வாய் நட்பினையே" நீங்கிய என்ன வாய்பாடு? என்ன காலம்? அதற்குச் சூத்திரம்.

4. "சாமுருக்குதும்" இப்புணர்ச்சிக்கு விதி கூறுக.

5. மருட்பாவிற்கு உதாரணம் கலம்பகத்திலிருந்து காட்டுக.

X. 1. பின்வருநிலை, பரிவர்த்தனை, உருத்திரச்சுவை இவைகளுக்கு உதாரணம் எழுதுக.

2. உவமத்திற்கும் உருவகத்திற்கும் பேதமென்ன?

3. வேற்றுப்பொருள்வைப்பாவது என்ன? அஃது எத்தனை வகைப்படும்?

WEDNESDAY, 18TH JANUARY, 2 TO 4 P.M.

TAMIL: TRANSLATION.

I. Translate into Tamil: [See Urdu Translation paper, page ccx.]

II. Translate into English:

1. இறைவ வெண்ணி யகத்திய னீந்துள
தறையு நன்மணி யாற்றி னகன்கரைத்
துறையு ளுண்டொரு சூழலச் சூழல்புக்
குறைது மென்றன னுள்ளத் துறைகுவான்.

2. எனக்கே திருவரங்க னேபிரா னெம்மான்
தனக்கே யடிமை தமியேன் - புனக்கேழ்
மருத்துளவோன் மேலன்றி மற்றொருவர் மேலென்
கருத்துளவோ வாராயுங் கால்.

3. அன்னேவித் திருக்கோயி லழல்பற்றி யவிந்ததுதான்
முன்னளில் யானாற்று முடிவிறீ வினைச்செயலோ
வென்னவிக் கொருதுணையா மெம்பிரான் றனக்கிந்தப்
புன்னூலின் றிருக்கோயில் பொருந்தாமை யோவறியேன்.

4. அறிவிலார் தாந்தம்மைப் பீழிக்கும் பீழை
செறுவார்க்குஞ் செய்த லரிது.

5. கூற்றுடன்று மேல்வரினும் கூடி யெதிர்நிற்கு
மாற்ற லதுவே படை.

III. Translate the following into English:

1. சேய்மைக்கட் கண்டுழி இன்முகமும், அதுபற்றி நண்ணியவழி இன்சொல்லும், அதுபற்றி உடன்பட்டவழி நன்றாற்றலுமென விருந்தோம்புவார்க்கு இன்றியமையாத மூன்றனுள், முதலாய இன்முகம் இல்வழிச், சேய்மைக் கண்ணே வாடி நீங்குதலின், தீண்டியவழியல்லது வாடாத அனிச்சப்பூவினும் விருந்தினர் மெல்லியரென்பர்.

2. வைத்தியன் கொடுத்த மருந்தை ஒருவன் உட்கொண்ட காலத்தில், அது முன் சிறிது வியாதியைப்போக்கி, அவன் சொன்ன பத்திய பாகப்படி நிற்க, அது உடலில் நின்றாறிப், பின்னர் மற்றை வியாதிகளை ஒருங்கே நீக்குதல்போல, ஆசாரியர் கிருபாநோக்கம் வைத்தகாலத்தில், அக்கிருபாநோக்கம் முன்பு சில பற்றுக்களை நீக்கி, அவர் அருளிச்செய்த நன்மார்க்கத்தின்படி நிற்க, அக்கிருபை மனத்தின்கண் மாறாது நின்று மற்றைப் பற்றுக்களையும் போக்கும்.

WEDNESDAY, 18TH JANUARY, 10 A.M. TO 1 P.M.

TELUGU: TEXT-BOOKS AND GRAMMAR.

I. 1. వ్యక్తిగ్రాహ్యకావ్యములవ్యుత్పత్తినిగుఱించియు, తద్గుణదోషముల నుగుఱించియు, మీ యభిప్రాయమును సహేతువుగా వ్రాయుఁడు.

2. వసుచరిత్రకారుఁ డెవ్వఁడని వాడుక ? ఆతఁ డసుసో కాఁడో సాధ్యమయినంతవఱకు నిర్ణయింపుఁడు.

3. మీరు చదివినట్టి యేకవికృతగ్రంథములలో నేది తొలుత వ్రాయఁబడెను ? ఆ కవిచరిత్రమును అతిసంగ్రహముగా వ్రాసి తత్కవి తాశైలిని రామకృష్ణకవిశైలితోఁ బోల్చి భేదాభేదములు తెలుపుఁడు. రాఘవపాండవీయమునకు టీక వ్రాసినకవి చేసినగ్రంథ మేది ?

II. 1. మహాప్రబంధమునకు వలయు వర్ణనము లెన్ని ? అందు, "మిత్రాధికారంబు మీఱ రా దని కాక వెనఁబట్టపగలు కావింప లేదు?" అనుచోట ఏ వర్ణనము చేయఁబడినది ?

2. రాఘవపాండవీయమున సీతాపహరణముతో సరిగా ఏ భారతకథ వర్ణింపఁబడినది ?

3. "ఒకచక్కఁ జక్కనిప్రకటితశ్లేషోక్తి యొక చక్కని సభంగయుతపదాప్తి .....

"సకల గుణములు విలసిల్ల సరస రీతి వృత్తుల రసప్రబంధంబు విస్తరింతు"—రాఘవ కవి.

ఇందు అడుగున గీఁతలు గలమూఁడుకవిత్వ చమత్కారములకు మీపాఠగ్రంథములనుండి యొక్కొక్కలక్ష్యము వ్రాయుఁడు.

III. 1. ఈ క్రిందివానిలో (*a*), (*b*), గుర్తులుగల పద్యములకుఁ దేట మాటలతోడి దండాన్వయములను, (*d*) అను దానికి మిగుల స్పష్టమగు తాత్పర్యమును, శేషించినపాదమునకు ఆచ్ఛికపదములతోడి ప్రతిపదార్థమును వ్రాయుఁడు.

(*a*) దివి। మోచియున్నయద్రినిధర్మకార్యార్థమానతంబుగఁజేసినట్టిఘనుని
మించిలోకము నాపరించినవిషరాశి నాపోశనముగొన్నయద్భుతాత్తు
జీవనదోషవిద్రావణజ్యోతిర్మయస్వమూర్త్యాలోకుఁడగుమహాత్ము...
వినయభక్తుల సాష్టాంగవినుతిఁ జేసె. (భారతపక్షమందుమాత్రమె)

(*b*) శ్రీలాలిత్యము నిత్యశుద్ధియు గుణోత్కర్షైకంబునుం గల్గి యు
ద్వేలస్ఫూర్తిఁ దలిర్చుతండ్రి యనునద్ధిం జంద్రుఁడై తోఁచినం
బోలుం గాక భవాదృశుం డితరుఁడై పుణ్యంబులం బాసినన్
సాలగ్రామఖనిం జనించునెకదా జాత్యల్ప పాషాణముల్.

(*c*) వారణాదిత్రపాకారణాజి స్థలావారణాం చద్భుజాపారుషుండు.

(*d*) నటదీశానశిరస్తటత్రుటిరత్నచ్ఛాయఁ గల్లోలినీ
విటమధ్యంబున వ్రాలె నభ్రమణి తద్వేగాభిపాతోన్నమ
త్పటుపాథోలవధారఁ దార లెగసెం దద్బిందుసంధానితో
త్కటసంధ్యా నలధూమకందళము లై కన్పట్టెఁ గ్రొంజీఁకటుల్.

1. (*a*) లో రామాయణార్థమున నెవ్వరిమహిమలు ఏవేవి వర్ణింపఁబడినవి? ఇందు జ్యోతిశ్శాస్త్రసిద్ధమెద్ది?

2. (*b*) లోనిశబ్దాలంకారమును, b, d, e లోని యర్థాలంకారములను వాని నామములతో వివరింపుఁడు.

IV. 1. ఈ వాక్యములయర్థములను సాధింపుఁడు: (*a*) అజాగళస్తనసగోత్రులు. (*b*) సూనృతలతా శృంగారచైత్రాగముఁడు. (*c*) వర్ణితాఖిల పుణ్యవైజననము.

2. ఈ వాక్యములకు రెండేసి యర్థములు వ్రాయుఁడు: (*a*) మహాగోదావరీతీరసద్రక్షోపాయపథము. (*b*) తారవాదధారేయము. (*c*) విష్కంభసంభృతము. (*d*) కరజశ్రీరచితార్యస్థితి.

3. "బంగారంపు పెట్టకెందమ్ములకు నెత్తురుంబొత్తుచుట్టఁబులు" —దీని లోకసాంస్కృతిక సమాసమును గల్పింపుఁడు.

V. 1. కులట, ముచ్చట, చవితిచందుగుఁడు, వీని యవయవార్థములనుండి లాక్షణికార్థములనుసమర్థింపుఁడు.

2. ఒజ్జబంతి, జన్నిదము, వెత.—ఈ పదములు తద్భవించునపుడు కలిగెడు వర్ణలోపాదికార్యములు సహేతుకముగా వివరింపుఁడు.

3. "శ్లేషయందొక్కయర్థమున నర్ధానుస్వారము గలిగి యితరార్థమం దనుస్వారమే లేకయుండునట్లు పదములను బ్రయోగింపవచ్చును" "ఆంధ్రప్రబంధమందుఁ గేవల సంస్కృతవాక్యమును బ్రయోగించుట దోషముగాదు"

ఈ యుభయవ్యాపకసూత్రముల కొక్కొక్కలక్ష్యమును మీ పాఠములనుండి వ్రాయుఁడు.

VI. 1. పారేమాయము, శ్రీసఖము, పెడగల, తమ్ముగుఱ్ఱ. (ఇద్దఱు) కొండమాంబలు, ఇర్లవేలములు, చాతురి, చనవరి, ఆశుశుక్షణి, నృపపుంగవ.—ఇందుండి వృత్తులైదింటి కైదులక్ష్యము లెత్తి వానివిగ్రహవాక్యములను వ్రాయుఁడు.

2. అన్యోన్య, వలరాజు, ఖీలిజాని, షోడశ,—వీని యవయవములను విడఁదీసి, "చక్షుస్ + రాజీవ" అనుచోట సంధి గూర్పుండు.

3. తూఁగుటుయ్యాల, ఇరుగురువులు, వాఙ్మానసములు, పేరుకలభాషిణివి, కుశేశయపాత్ర, సీమంతపుఁబెండ్లికొడుకు, అత్తికామండనములు, ఒక కొందఱు—వీనిలో ఏ నాల్గింటికిఁ గాని శబ్దార్థవైచిత్రి నిరూపించి సాధ్వసాధుత్వములను సప్రమాణముగా నేర్పర్చుఁడు.

VII. 1. (a) 'అది సకలసదాచారం। బది.....

..... నొకప్పుడు। హృదయము నీయందుఁజేర్తురేనిమ

[హేశా.'

(b) "నీకెచెల్లె నది భాషాకావ్యముం జేయఁగాన్"

ఇందలి "అది" అనుదానితో నన్వయించు నామములను దెలిపి, సమాపక క్రియలకుఁ గర్తృపదములను గనుపర్చుఁడు

2. (a) "విప్రకన్యామణులన్ సహస్రమయినన్" (b) "వీచిల

తికలు కాఁబోలు వెలఁదికేలు " — ఈ వాక్యములయన్వయములందు గుణదోషములను విమర్శింపుఁడు.

VIII. 1. ' కలహంసకాళ్లదవులకమున్న ' దీని పాఠాంతరమును వ్రాసి రెంటిలో నేది యోగ్యమో నిర్ణయింపుఁడు.

2. " కన నీ గొడ్రాలు బిడ్డన్ ", " ఆజానుదీర్ఘంబులు ", " ఆ తనిమదిమాట బడి తెలిసి ", " ఏ చెదవో వెసఁ బ్రోచెనవో. — ఇందు అడుగున గీఁతలు గీసిన భాగములయర్థవిశేషములు దెలుపుఁడు.

3. (a) మేఘములు సముద్రజలములవలన నేర్పడుచున్నవి. (b) కోట్ల కూసెను. — ఈ సంగతులు వర్ణింపఁబడియున్న పద్యములలో నేదేని ఒక్కదానినిమాత్రముగాని దాని తాత్పర్యముగాని వ్రాయుఁడు.

IX. " చాణక్యప్రథితప్రభావ ", " ప్రథమహత మగు బలిపశువు", " నృగభగీరథభరతాదినృపశుజాగ్ర । ఘటితకాలాగరుస్థాసకము. "— ఇందు వర్ణింపఁబడినది ఎవ్వరెవ్వరు? " అది " పదగ్రాహ్యుల నిరువురను చేర్కొని, చాణక్య భగీరథుల చరిత్రములలో ఇక్కడి సందర్భములకుఁ దగిన భాగములనుమాత్రము సంక్షేపించి వ్రాయుఁడు.

X. 1. శృంగారనైషధములోని ' దీనివీనులు శ్రీకారమానదములు ' —అను దమయంతీ వర్ణనముతో మీరు చదివిన రాధాదేవీకర్ణవర్ణనమును బోల్చి యుభయతారతమ్యమును జూపుఁడు.

2. (a) " అతఁడు కళింగోద్భవుఁ డగుకతమున " (b) " స్వారాజభావంబు గారణంబుగ నేమొ శక్రుండు నెలవున జడియ కునికి." ఇందు కవి మనోభావము వ్యక్తపఱుపుఁడు.

3. " మ్రాఁకులక్రింది సోమరు లెంతయనిగాని మలని నీడల రూపు మాన్పలేదె " ఇందలి నాయకుని పేరును తల్లక్షణమును వ్రాసి సమన్వయము చేయుఁడు.

XI. మీ కిపుడు చదివినగ్రంథములనుండి యీ క్రిందివాని కొక్కొక్క యుదాహరణమును వ్రాయుఁడు: — పరంపరితరూపకము, ప్రోషితభర్తృక, సాత్వికభావము, దుష్టయతి, అన్యదేశ్యపదము.

XII. 1. (a) దండకము లెట్టివృత్తములు? వీనికిని దక్కినవానికిని

భేదమేమి ? (b) "లజ్జదాసెనరించు సెజ్జయనుచు" ఇది ఎట్టి పద్య భాగము ? — దీని గణవిభజనము చేసి యతిమైత్రియందలి విశేషమును దెలుపుఁడు.

2. "ఒకఁడ యాచెఱ విడిపింప సూపుసమర" — ఇది తేటగీతి పాదమో, ఆటవెలఁది చరణమో, సహేతుకముగా నిశ్చయింపుఁడు.

WEDNESDAY, 18TH JANUARY, 2 TO 4 P.M.

TELUGU: TRANSLATION.

I. Translate into Telugu: [See Urdu Translation paper, page ccx.]

II. Translate into English:

1. క్షితి నంద్యాల నృసింహు తిమ్మవిభుసత్కీర్తిప్రతాపంబు లు
న్నతిఁ బర్వు న్నవఫేనవిద్రుమములై నానాబ్ధులన్ సింహసం
తతిధాతుప్రకరంబులై వలయగోత్రంబున్ స్రవచ్చామరో
ర్ధితసిందూరములైదిశాగజములం జెన్నొందఁగైసేయుచున్

2. హరిదంభోరుహలోచనల్ గగనరంగాభోగరంగత్తమో
భరనేపథ్యముసెయ్య సెయ్య నడలింపన్రాత్రిశైలాషికిన్
వరుస న్నౌక్తికపట్టము న్నిటలము న్వక్త్రింబునుం దోఁచెనా
హరిణాంకాకృతి పొల్చె రేకయి నగంబై బింబమైతూర్పు

3. దోరాస్ఫాలకరాళితోద్ధతివిరాధున్నీలశైలోపముఁ [నన్
దారధ్వానయుతాట్టహాసవినరద్దంష్ట్రామయూఖాళిఁ గి
మ్మీరాభిఖ్యుఁ దనర్చురాక్షసు మదమ్లిష్టోక్తు లాటోపదు
ర్వారాకృష్టమహీజుఁడైవదరుగర్వగ్రస్తుఁ గూల్చెన్ధరన్.

N.B.—రాఘవార్థముమాత్రమె గ్రహించునది.

4. వీరును వారుఁ బండితులు విక్రమవంతులు బాహుగర్వదు
ర్వారులు పూని రిత్తబవరంబున నాఱడిచావునావ ని [ల్
ట్లూరక యుంట మేలె కడుసెప్పెడుమేనులు వాఁడికైదువు
గూరఁగ నాటినంబుడమిఁగూలుటకక్కటయోర్వవచ్చునే.

5. ಅಭಿನವಂಧ್ಯಾತಾಂಡವ
ರಭಸರಯಚ್ಛಿನ್ನಹಿಮಧರಾಧರಕನ್ಯಾ
ಪ್ರಭುಹಾರಸ್ಥಲಭಂಗಿ
ನಭಸ್ಥಲಿಂ ತಾರಕಾಗಣಂಬುಲು ಪೊಡಮೆ.

WEDNESDAY, 18TH JANUARY, 10 A.M. TO 1 P.M.

KANARESE: TEXT-BOOKS AND GRAMMAR.

I. ಕೆಳಗಿನ ವಾಕ್ಯಗಳು ನೀವು ಈ ವರ್ಷ ಓದಿದ ಯಾವ ಕಾವ್ಯಗಳಿಂದ ತೆಗೆದು ಹಾಕಿರಬಹುದೆಂದು ನಿರ್ಧರಿಸಿ ನಿಮ್ಮ ಅನುಮಾನಕ್ಕೆ ಕಾರಣಗಳನ್ನು ಸಂಪೂರ್ಣವಾಗಿ ಬರೆಯಿರಿ:

1. ತಂದೆಂ ರಮ್ಯಕ ವನ ಜಿನ । ಮಂದಿರದ ಕೆಲಕ್ಕೆ ಮಿಥಿಳೆಯಿಂ ಜನಕನನೆಂ । ದಿಂದುಗತಿಗನುಚರಂ ಪೋ । ದಂದವುಮಂ ಬಂದ ತೆರನುಮಂ ಪೇಳ್ದಂ ॥

2. ನೆರೆ ಶಾರದಾಭ್ರ ಚಂದ್ರಾತಪರುದ್ರ ಕೃಷ್ಣಕಥವೇಳೆನೆ ಕಾವ್ಯ ಸಮಾಧಿಯಿಂ ಪರಂಜ್ಯೋತಿ ಮುಕುಂದ ನೆನ್ನ ಬಗೆಯೋಳ್ ನಿಲೆ ಪೇಳ ಲೊಡರ್ಚಿದೆನೀ ಪ್ರಬಂಧಮಂ.

3. ಸಕ್ಕದ ಕಬ್ಬಮಂ ಮಿಸುಪ ಕನ್ನಡ ಕಬ್ಬಮನೊಲ್ದು ಕೋವಿದ । ರ್ಬಕ್ಕಸಮುಣ್ಮುವಂತೆ ಪೊಗಳುತ್ತಿರೆ ಶಂಭು ಕೃಪಾವಿಶೇಷದಿಂ । ಮೊಕ್ಕಳಮಾಗೆ ಪೇಳ್ದಂ.

II. 1. ಪಂಪ ರಾಮಾಯಣದೊಳಗೆ ಸೀತಾಪಹರಣದ ಅಧ್ಯಾಯದಲ್ಲಿ ಹೇಳಿದ ಕಥಾಭಾಗಕ್ಕೂ ವಾಲ್ಮೀಕಿ ರಾಮಾಯಣಕ್ಕೂ ಇರುವ ಮುಖ್ಯ ವ್ಯತ್ಯಾಸಗಳು ಯಾವವು?

2. ಅಭಿನವ ಪಂಪನು ತನ್ನ ಕಾಲದಲ್ಲಿ ಆಳುತ್ತಿದ್ದ ರಾಜವಂಶಕ್ಕೆ ಸನ್ಮಾನಾರ್ಥವಾಗಿ ಅವರ ಹೆಸರನ್ನು ಅಷ್ಟಮಾಶ್ವಾಸದಲ್ಲಿ ಸೂಚಿಸಿದ್ದಾನಂತೆ. ಯಾವ ಸಂದರ್ಭದಲ್ಲಿ?

3. ರಾಜಶೇಖರವಿಲಾಸವು ಮಹಮ್ಮದಿಯರು ಕನ್ನಡ ದೇಶಕ್ಕೆ ಬಂದನಂತರ ಬರೆಯಲ್ಪಟ್ಟಿತೆಂಬದಕ್ಕೆ ಬಂದು ಸಾಧನವನ್ನೂ, ಆಗ

ಭಿರಂಗಿ ಮದ್ದಿನ ಪ್ರಯೋಗವು ತಿಳಿದಿತ್ತೆಂಬದಕ್ಕೆ ಒಂದು ಸಾಧನವನ್ನೂ ಆರನೇ ಆಶ್ವಾಸದಲ್ಲಿ ತೋರಿಸಿ ಕೊಡುವದು.

III. ಈ ಪದ್ಯಗಳ ಅರ್ಥವು ಸ್ಪಷ್ಟವಾಗುವಂತೆ ಪ್ರತಿ ಪದಾರ್ಥವನ್ನು ಬರೆಯುವದು:

(ಅರ್ಥಗಳನ್ನು ಪದ ಕ್ರಮವಾಗಿ ಬರೆದರೆ ಅನಾವಶ್ಯಕವಾದ ಪದಗಳನ್ನು ಬರೆಯ ಬೇಕೆಂಬದಿಲ್ಲ.)

1. ಎಡಪದ ಕಲ್ಗೆತಾಗಿದ ಮರಕ್ಕಿನಿಸಂ ಮುನಿಸಂ ಮೊಗಕ್ಕೆ ತ
ಪ್ಪೊಡೆ ತರಲಕ್ಕು ಮನ್ಯಕೊಳ ಮನ್ಯಭವಂಗಳೊಳಾರ್ತ್ತರಾಪ್ರದಿಂ।
ದೊಡರಿಸಿದಾತ್ಮಕರ್ಮ ಫಲವುಂ ತವಿಪಲ್ಲಿ ಸಹಾಯ ವೃತ್ತಿಯಂ।
ಪಡೆವಸುಹೃಜ್ಜನಕ್ಕೆಮುನಿಪಂ ಮುನಿದಂದುಕೃತಘ್ನ ನಲ್ಲವೆ।

2. ಇಂದೆನಿತಾನುಮಂ ಬುಧರಕಾಲದ ಕಾಲದಿರುಳ್ಗಳೆಲ್ಲನಿ।
ನ್ನಿಂದುವೆ ಪುಟ್ಟಿತೆಂದೆನೆ ಭಯಂಕರಮಾಯದು ವಿಷ್ಣುಮಾಯೆ ಯಿಂ।
ದಂದಿನ ಕಾರಿರುಳ್‌ನೆಗೆದ ಕಾರ್ಮುಗಿಲಂ ದಳವೇರಿ ದೊಂದು ಮಂ।
ಬ್ಬಿಂದವಮಾಂಡವಂಜನಕರಂಡಕದಂತೆ ಕರಂಗಿ ನಿಲ್ವಿನಂ॥

3. ಘನನಾಮಂಲೋಕದೊಳ್ಪೇರ್ನಗೆ ಗೆಡೆಯೆನಿಸಿತ್ತ ಕಟಾಕೆಮ್ಮನೀಮಿ।
ತ್ರನ ತೇಜಕ್ಕಡಲಾದೆಂ ದ್ವಿಜಗತಿಗೆಡಿಸಿರ್ದೆಂ ಜಗತ್ಪಂಕ ಮೆನ್ನಿಂ
ಜನಿಸಿತ್ತಾ ರಾಜ ಹಂಸಾಹಿತನೆನಿಸಿದೆನೆಂದುಂ ಜಡಗ್ರಾಹಿ ಯಾನಾ।
ದೆನೆನುತ್ತಂಜಂತೆಯಿಂಬೆಳ್ಪಡರ್ದುದೆನೆ ತವಬ್ದಂ ಶರನ್ನೇಳಮಿರ್ಕುಂ॥

IV. 1. ಗಾಡಿ, ಪಾಸಟೆ, ಕೆಕ್ಕಳಸು, ಮಿಳರು, ಗೊರವ, ಬೆಳ್ಳಾರ, ಧರ್ಮಯುದ್ಧ, ಜಾಂಬವಜಳಂ, ನಿಸ್ಸಂಜ್ಞ ತ್ರಿಸಂಜ್ಞಗಾತ್ರಂ, ಕಾರಣ ಪುರುಷ—ಇವುಗಳ ಅರ್ಥವೇನು?

2. ವೈಕುರ್ವಣಿ, ಭಿನ್ನ ಭಾಜನೆ, ಲಗ್ನ, ವಿದ್ಯಾಚ್ಛೇದಂ, ಪಾರ್ವನ್, ಕೊಡುಗೂಸು—ಇವುಗಳ ಉತ್ಪತ್ತಿಯಾವದು?

3. ಕರ್ಮ ವಿಪಾಕವೆಂದು ಪಂಪರಾಮಾಯಣದಲ್ಲಿಯೂ, ದೈವ ವಿಸೂತ್ರವೆಂದು ಜಗನ್ನಾಥ ವಿಜಯದಲ್ಲಿಯೂ ಇದೆ. ಇದರಿಂದ ಈ ಕವಿಗಳ ಮತವೇನು ಕುರಿತು ಏನು ಊಹಿಸಬಹುದು?

V. 1. ಸುಳಿಗೊಂಡ ನಾಭಿಕೂಪದ। ಸುಳಿಯಿಂ ಪೊರಮಡೆದೆ ಸುಳಿ
ವನಯನಂಗಳ। ಜೆಂಬಳವಿಡಿದು ಪರಿದು ಸುಳಿದುದು। ಸುಳಿಯೊಳಗಣ
ಪರುಗುಲಂತೆ ಪಾತಕನವನಂ॥

ನೀಡಿದ ಬರಿಕೈಯಿ ಬಿಲದೋ । ಳ್ಕಾದೊಡೆಯಂಪೊಡೆದ ಬಾಣಮಿಳ ಮಸ್ತಕ ದೋ । ಳ್ಕೂಡಿದುದು ನೆತ್ತಿ ಮುತ್ತೊಡ । ಗೂಡಿಸುಗಿದಗಿದು । ಬೀಳ್ದುದಾಗಜಮಿಳೆಯೋಳ್ ॥

ಈ ವರ್ಣನೆಗಳಲ್ಲಿ ಅಸಂಗತವೇನಾದರೂ ಇದ್ದರೆ ತೋರಿಸಿ ಕೊಡುವದು.

2. ಪ್ರಣವಂ ಶೃಂಖಲೆಸಾರವೇ ಯುಮುಮರ್ದಾಮ್ನಾಯಂ ಪುರಾಣಪ್ರಜಂ ಚಣಸೂತ್ರಂ ಸ್ಮೃತಿ ಜಂತ್ರಮಾಗಮುಮೆ ಬೆಳ್ಳಾರಂ ಮಹಾದೀಕ್ಷೆ ಕೂರ್ಗಣೆ ತರ್ಕಂ ಬಡಿಕೋಲ್—ಹೀಗೆ ಬಂದು ಇನ್ನೊಂದಾಗಿ ಪರಿಣಮಿಸಿತೆಂದು ಹೇಳಲು, ಲಕ್ಷಣ ಸಾದೃಶ್ಯವಾಗಲಿ ಬೇರೆ ಕಾರಣವಾಗಲಿ ಇದ್ದರೆ ಬರೆಯಿರಿ.

3. ಕರಿ, ಕೋಳ್ಳಿಗ, ಸಿಂಹ, ಬಗ್ಗ, ಜಲ್ಲಿಮಿಗ, ವರಾಹ - ಈ ಮೃಗಗಳನ್ನು ಕುರಿತು ಸನ್ನೆ ವೇಂಟೆಯಲ್ಲಿ ಯಾವ ಯಾವ ಚಿಹ್ನೆಗಳನ್ನು ತೋರಿಸಿದರು ?

VI. 1. " ಶಶಿನೃಸಿಂಹಂ ಕಣ್ಗೆ ವಂದಂ " - ಹ್ಯಾಗೆ ?

2. ———ಯರಿಯದ ವಿಟ———ಯರಿಯದ ಯೋಗಿ ———ವರಿಯದ ಪಾರ್ವಂ ——— ವರಿಯದ ದಳಪತಿ ——— ವರಿಯದ ನೃಪತಿ ಬಲ್ಲರಂ ಮೆಚ್ಚಿಕುಮೇ. ಇಲ್ಲಿಲುಪ್ತವಾದ ಶಬ್ದಗಳನ್ನು ಶೇರಿಸುವದು.

3. ಜಗನ್ನಾಥ ವಿಜಯದೊಳಗಿನ ಕಾಳಿಯ ದರ್ಪದಳನ ಕಥೆ - ಪಂಪರಾಮಾಯಣದೊಳಗಿನ ದೇಶ ಭೂಷಣಕೇವಲಿಯ ಕಥೆ — ಇವುಗಳಲ್ಲಿ ಬಂದನ್ನು ಹತ್ತು ಪಜ್ತಿಗಳಿಗೆ ಮೀರದಂತೆ ಹಳೆಗನ್ನಡದಲ್ಲಿ ಬರೆಯಿರಿ.

VII. 1. ಬೆಚ್ಚನೆಯ + ನೀರು, ಪೆರಗು + ಮೆಟ್ಟು, ಪಟ್ಟ + ಮಣೆ, ನಿಡಿದು + ಎದೆ, ತೆಳ್ಳಿತು + ಕದಪು, ಕೆಳಗಣ + ಆಳ್ — ಇವುಗಳನ್ನು ಜೋಡಿಸಿ ಬರೆಯಿರಿ.

2. ಪಳಯಿಸಿದಂ, ಗೋಳಾಯಿಲ, ಜಾವಳ, ಗಾವಿಲ, ಜಾಗಟೆ, ಸೊಸೆ, ಕುಂಬಳ, ಅಂಗಳ — ಇವುಗಳ ತತ್ಸಮಗಳನ್ನು ಬರೆಯುವದು.

3. ವಪುರ್ಲತೆ, ಕರ್ಣಶೂಲ, ಹೆಸಿಬಿಸಿ, ಕಳಸಗನ್ನಡಿ — ಇವು ಯಾವ ಸಮಾಸಗಳು ?

VIII. 1. ಅವರ್, ಪೊಡರ್, ಪೊಣರ್, ಇಸು, ಮನೆ, ಮುಳಿ — ಇವುಗಳಿಂದ ಹುಟ್ಟಿದ ನಾಮಪದಗಳು ಯಾವವು ?

2. ಇಸು ಪ್ರತ್ಯಯವನ್ನು ಸೇರಿಸುವದರಿಂದ ಸಕರ್ಮಕ ಕ್ರಿಯಾಪದವು ಅಕರ್ಮಕ ವಾಗುವದುಂಟೇ ?

3. ಕನ್ನಡದಲ್ಲಿ ಅವ್ಯಯೀಭಾವವೆಂದು ಕೇಳಿಸಿಕೊಳ್ಳುವ ಸಮಾಸಪದಗಳು ನಿಜವಾಗಿ ತತ್ಪುರುಷ ಅಥವಾ ಕರ್ಮಧಾರಯವೆಂದು ಕೆಲವರ ಅಭಿಪ್ರಾಯವು. ಇದನ್ನು ಉದಾಹರಣೆಯ ಮೂಲಕ ಚರ್ಚಿಸಿರಿ.

IX. 1. III. ಪ್ರಶ್ನೆ ಯಲ್ಲಿ ಕಾಣಿಸಿದ ಪದ್ಯಗಳು ಯಾವ ವೃತ್ತಗಳೆಂದು ನಿಷ್ಕರ್ಷಿಸಿ ಅವುಗಳ ಲಕ್ಷಣಗಳನ್ನು ಬರೆಯುವದು.

2. III 3 ಪದ್ಯದಲ್ಲಿ ಯಾವ ಅಲಂಕಾರಗಳಿವೆ ? ಅವುಗಳ ಲಕ್ಷಣವೇನು ?

3. ಅತಿಶೆಯೋಕ್ತಿಗೆ ಒಂದು ಉದಾಹರಣೆಯನ್ನು ಈ ವರುಷ ಓದಿದ ಪುಸ್ತಕಗಳಿಂದ ಕೊಡುವುದು.

WEDNESDAY, 18TH JANUARY, 2 TO 5 P.M.

KANARESE: TRANSLATION.

I. Translate into Kanarese: [See Urdu Translation paper, page ccx.]

II. Translate into English:

1. ಸೃಷ್ಟಿ ಸಮುದ್ರದೊಳದಕ್ಕಿದು ।
ಚೇಷ್ಟಿತ ಮೆಂದಖಿಳ ಜಂತೆಯೋಳ್ ಕಲ್ಪಿಸಿನೀಂ ।
ದುಷ್ಟತೆ ನಿಸರ್ಗಮಾಯ್ತೆನೆ।
ದುಷ್ಟವಿಷೋರಗಗೆ ನಿನ್ನ ಮಾಡಿದವಾಟಂ ॥

2. ಬರೆತುದು ಧೈರ್ಯವಾರ್ಧಿ ಬರನಾದುದುಪೇರ್ಬಲಶಕ್ತಿಬಿಂಕಮಂ
ತೊರೆದುದು ಚಿತ್ತವೃತ್ತಿ ನಲೆನೀಗಿದುದಿಂದ್ರಿಯ ರಾಜಿ ಬೀತುದೇ।
ಳ್ಬರು ಮೊಳಸೋರ್ದುದುತ್ಸವ ಮುಡಂಗಿದುದೆಮ್ಮನ್ನತಿ ಕುಂದ
[ನಾಳ್ದನೆಂ
ಬರಕವ ಕೇವಮಾವರಿಸೆ ನೊಂದುಪಲುಂಬಿದನಾ ಧನಂಜಯುಂ॥

3. ಮದನಯುಕಃಸಟಹಧ್ವನಿ ।
ಪುದಿಯೆಂದಿಯುಚ್ಚರನ ಕರ್ಣಮಂ ಕೈದಯಕ್ಕೆ॥

ಯ್ದಿದುದಿಲ್ಲ ದಿವ್ಯವಚನಂ ।
ಬಿದಿಯುಂ ಮಿಾರುಗುವೆಂ ಪೆರರವೇ ಳ್ದಪದೇಶಂ ॥

4. ನಾಕಪುಂಡರೀಕ ಮಂಬರಾಪಗಾಪಪುಸ್ಥಿತ ।
ಸ್ತೋಕ ಪುಂಡರೀಕ ರಾಜಿಯುಂಕರಾಗ್ರದಿಂದೆಕೀ
ಳ್ತೋಕ ಕಾಲದಲ್ಲಿ ಚೆಲ್ಲಿದಂತೆ ಪೋಲ್ಕೃಣಾಳ ನಾ
ಳೀಕದಂಬಶುಭ್ರಮಭ್ರ ಮಭ್ರದೋಳ್ವರಾಜಿಕಂ ॥

5. ಕಾರುಣ್ಯವೆಂಬುದು ಬಲು ।
ತ್ಕಾರದಿ ನಾಚರಿಸಲಕ್ಕು ವೇನದುದಿವದಿಂ ।
ಧಾರುಣಿಗೆ ಬೀಳ್ದ ಸೊಗಮ್ಮಂ ।
ತೋರಿಪಮಳೆಯಂತೆ ತಾನೆ ಜನಿಯಿಸಬೇಕ್ಕೆ ॥

6. ಲೋಕದ ಗುಣದುರ್ಗುಣಗಳನ್ನೂ ಸ್ವಾಭಾವಿಕವನ್ನೂ, ಕನ್ನಡಿಯಲ್ಲಿ ಪ್ರತಿಬಿಂಬವನ್ನು ತೋರ್ಪಡಿಸುವಂತೆ, ತೋರಿಸುವದೇ ಪೂರ್ವದಲ್ಲಿಯೂ, ಈಗಲೂ, ಮುಂದಕ್ಕೂ ನಾಟಕದ ಮುಖ್ಯಪ್ರಯೋಜನವಾಗಿರುವದು. ಅತಿಯಾಗಿಯೇ ಆಗಲಿ, ನ್ಯೂನವಾಗಿಯೇ ಆಗಲಿ ಅಭಿನಯೋಕ್ತಿಗಳನ್ನು ತೋರ್ಪಡಿಸಿ ಮೂಢರಾದ ಜನರು ನಗುವಂತೆ ಮಾಡಿದರೆ ರಸಜ್ಞರಿಗೆ ಕ್ಲೇಶ ಉಂಟಾಗದೆ ಇರಲಾರದು. ವಿದೂಷಕನು ಎಷ್ಟು ಮಾತನಾಡಬೇಕೆಂದು ಕವಿಗಳು ಬರೆದಿರುತ್ತಾರೆಯೋ ಅಷ್ಟನ್ನೇ ಹೇಳಬೇಕಲ್ಲದೆ ತನ್ನ ಬುದ್ಧಿಯಿಂದ ಹೆಚ್ಚಿಸಿಕೊಂಡು ಯದ್ವಾತದ್ವಾವಾಗಿ ಹೇಳಕೂಡದು.

WEDNESDAY, 18TH JANUARY, 10 A.M. TO 1 P.M.

MALAYALAM: TEXT-BOOKS AND GRAMMAR.

I. 1. കണ്ണപ്പട്ടത്തിന്റെ കവിതാരീതി എന്തു? ഒരം രീതിയിൽ വേറെവല്ല കൃതിയും ഉണ്ടോ? ഭാരതത്തിൽ തന്നെ വേറെവല്ല ഭാഗവും ഉണ്ടോ?

2. ശാന്തിപർവ്വം മൂലവും കിളിപ്പാട്ടും ആയി ഭേദം എന്തൊണ്ട ഉണ്ട?

3. കൃഷ്ണപ്പാട്ടിൽ ഉപയോഗിച്ചതും ഇപ്പോൾ ഉപയോഗിച്ചുവരാത്തതുമായ ആറുവാക്കുകളെ അർത്ഥസഹിതം എഴുതുക.

II. കൃഷ്ണപ്പാട്ടിൽ നിന്നും ഭാരതത്തിൽനിന്നും (വായിച്ചഭാഗത്തിൽ) നന്നാലു (ഠരം കടലാസിൽ ഇല്ലാത്തത) സദാചാരവാക്യങ്ങളെ എടുത്തഎഴുതി അവകൾ ഏതേതു സന്ദർഭങ്ങളിൽ പറഞ്ഞിരിക്കുന്നു എന്ന എഴുതുക.

III. 1. പേടിച്ചു നോക്കിനോക്കിതുലോം,
ദുഃഖിച്ചു ദുഃഖിച്ചു നാണിച്ചു നാണിച്ചു,
ദുഷ്കർമ്മശക്തികൾ ചിന്തിച്ചു ചിന്തിച്ചു,
കേണുകേണന്തരാ വീണു വീണുഴിയിൽ.

(a) ആര - എപ്പോൾ ?

(b) ഇതിൽ പദാവർത്തനത്തിന്റെ സാരം എന്തു ? അതേമാതിരിയിൽ കൃഷ്ണപ്പാട്ടിൽ നിന്ന നാലു ഉദാഹരണം എഴുതുക.

2. ഇതുവത, ഇരിപത, ഇതുപത ; ഞായം, ന്യായം ; കറെ, കൊറെ ; മുമ്പാക്കം, മുമ്പോക്കം ; കിടക്കുന്നു, കെടക്കുന്നു ; അസ്തിനപുരം, ഹസ്തിനപുരം ; എഴുനീററു, എഴുന്നേററു ; ചോദിച്ചു, ചോതിച്ചു.

ഇതുകളിൽ ഏതു പദങ്ങളാകുന്നു ശരി ? അബദ്ധമായ മാററങ്ങൾക്കു കാരണം എഴുതുക.

IV. 1. സഭാജന വിലോചനെ :

ഇതിലെ സമാസം എന്തു ? എന്തുകൊണ്ടു ?

2. പെരുമാൾ - തമ്പി - ഒണ്ടോ - ഠരം പദങ്ങളുടെ പ്രയോഗം കൊണ്ടു മലയാള ഭാഷയെയും കവികളെയും കുറിച്ചു എന്ത ഊഹം ജനിക്കുന്നു ?

V. 1. കംസൻ കണ്ട ദുർന്നിമിത്തങ്ങൾ എന്തെല്ലാം ?

2. കുന്ദനെ വർണ്ണിച്ച ഭാഗം ധാരണയിൽനിന്നു എഴുതുക.

3. ബാണന്റെ ജീവചരിത്രം സംക്ഷേപിക്കുക. അതിൽ നിന്ന എന്തുസാരം ഗ്രഹിക്കാം ?

4. കൃഷ്ണപ്പാട്ടിൽ വായിച്ച ഭാഗത്തു എന്തെല്ലാം കഥകൾ അടങ്ങിയിരിക്കുന്നു ? അവകളിൽ ഏതെല്ലാം കഥകളിയായൊ നാടകമായൊ ചമച്ചിട്ടുണ്ടു. കവികൾ ആരാര ?

VI. 1. താഴെ എഴുതിയതുകളിൽ കീഴ്വരയിട്ട പദങ്ങളിലെ വ്യാകരണ പ്രയോഗം എന്തു ?

(a) അതു വീരരായുള്ള നൃപമാർക്കധർമ്മമേ.

(b) നേരേപറക പിതാക്കന്മാരോടുമേ.

(c) മൂലവിനാശമവൻ വരുത്തിടുമേ.

(d) വീരന്മാരെല്ലാതും കണ്ടിരിക്കെ.

(e) എടെട്ടുഭാരം നല്പ്പൊന്നു മിന്നിടുന്നെ.

(f) പൊന്നെഴുത്തൻ ചേലവെണ്ടാ ഇപ്പൊൾ.

(g) അഥൈകെനിലയിൽ പുക്കാർ.

(h) ഒളിവിലുണ്ടോ ഇല്ലയൊ വാൻ നളനെ ആർകണ്ടു ഭൂതലെ.

2. താഴെഎഴുതിയ പദങ്ങളിൽ മുഹൂത്തെ; അഹം; ഹലാനി; ഭാഗധെയവാരിധെ: ഇതുകളുടെ വിഭക്തിയും

ആഗതൻ, ഖിന്നം, ചിത്തം, ചീററം, ജിഷ്ണു, മുഹൂത്തം, പ്ലക്ഷം, ദാനവൻ, പന്നഗം, ഹനൂമാൻ—ഇതുകളുടെ ധാതുക്കളും

കഞ്ചൻ, ചെന്നെ, ചെഞ്ചന്നെ, വല്ലരി, സൌചികൻ, ദ്വന്ദ്വയുദ്ധം.

ഇതുകളുടെ അൎത്ഥവും പറയുക.

VII. താഴെ എഴുതിയതുകളിലെ സൂചകങ്ങളെ സംക്ഷേപിക്കുക.

1. ഊരുതന്നെൽ മരിച്ചീടു മീവീരൻ.

2. എന്നോടു ചോദിച്ചതെല്ലാമെഞ്ഞാനമി
നിന്നോടു ചൊല്ലിക്കുന്നുണ്ടു ചെന്നെ.

3. അൎത്ഥാശയില്ലാത്തവരില്ല ലോകെ.

4. കൃത്രിമസഭകളണിഞ്ഞ മുടി
ധൂൎത്തനഹൊ കഥയോൎത്താൽ.

5. മറെറാരു ദൂതൻ വന്നിങ്ങിനെ ചൊന്നാകിൽ
മറെറാന്നു വന്നീടു മിന്നുതന്നെ.

6. പോക്കററാൽ വമ്പുലി പുല്ലുംതിന്നും.

7. പണ്ടിഴയാകിലുമൊന്നു പൊറുക്കേണ
മമ്പുപൊഴിഞ്ഞൊരാടെന്നുണ്ടല്ലൊ.

8. പാട്ടുകംചെന്നു ശിരസ്സിലാന്മാറു
പാഞ്ഞുകരേറുന്ന കാലമിപ്പോൾ.

VIII. 1. (a) കോപമാകുന്നതു വിത്തെന്നറിയേന്നം
പാപമാകുന്ന മരാമരത്തിന്നെടൊ.

(b) ദ്രോണജൻ വാൾക്കിരയായിതുനിദ്രയിൽ

(c) അമ്പുകൾകൊണ്ടവൻ തന്നുടെ കണ്ണുവു
മമ്പുകളഞ്ഞുമറിച്ചു പിന്നെ.

ഇതുകളിൽ സൂചിച്ച അലങ്കാരങ്ങൾ ഏവ? എന്തുകൊണ്ടു?

2. കഥകളിയും നാടകവും തമ്മിൽ മുഖ്യവ്യത്യാസങ്ങൾ എന്തെല്ലാം?

3. ദ്രാവിഡഭാഷകൾ ഒക്കയും ഒരേമാതൃ ഭാഷയിൽനിന്നു ജനിച്ചതെന്നു പറയുന്നതിന്നു കാരണം എന്തു?

IX. 1. ശാന്തം കമണ്ഡലധരം കലിതത്രി ദണ്ഡം
കാഷായചേല മണികൊല്ലസ മൂർദ്ധ്വപുണ്ഡ്രം
ഭാന്തം സഭാന്തരഗതം സനൂപൊനിതാന്തം
ബ്രാഹസ്മ വിസ്മിത മന്ദാസ്മിത പൂർവ്വമേവം.

2. ധിരോദാത്തഗുണാത്തരൊദ്ധുരസ്വ സംരബ്ധൊദ്ധ താത്ഥാം ഗിരം
സ്വൈരാരാദ്ധ വിധാതുദാര വിഹിതൊദാര പ്രസാദാമ്മുഖാൽ
ആരാദാത്തമനാമനഗ്നി ശമയൻ മാനാഭിമാനൊന്മനാ
ദൂരാപാസ്ത നയസ്മപുഷ്കര ഉപേത്യാ ഭാക്ഷതെ നൈഷധം

ഠരം ശ്ലോകങ്ങളുടെ അർത്ഥം വ്യക്തമായിഎഴുതുക.

WEDNESDAY, 18TH JANUARY, 2 TO 4 P.M.

MALAYALAM: TRANSLATION.

I. Translate into Malayalam: See Urdu Translation paper, page ccx.]

II. Translate into English:

1. ഭീമേജാമാതൃസന്ദർശന മുദിതമതൊ തന്മതെനൊന്മയൂഖ
ശ്രീമദ്രത്നോപ്തകേതുൽ ഭടപടപിഹിതാകേന്ദ്രതാരേ
പുരേസ്മിൻ
പ്രാതഃപ്രീതൈതുപേതോനമ ഇഹസ ദിനെഹന്ത ദിഷ്ടേ
തിപ്രൊരെ
ഗീതാമാകർണ്ണ്യാവാർത്താം സകതുക മൃതുവർണ്ണൊവദൽ പു
ണ്ഡ്രകീർത്തിം.

T

2. തല്ക്കാലെല്ലുതവൃത്ത്യാപ്രസഭമവഹ്വതെ ധാത്തരാഷ്ട്രസ്വ
രാഷ്ട്ര
കാന്താരാന്തകഥഞ്ചിത്സഹനിജസഹജൈഃകാന്ത യാ
ശാന്തയാച
നീത്വഥഭാടശാബ്ദാന കലിതയതിവപുഃകൃത്തമജ്ഞാത
വാസം
മാത്സ്യസ്യാഭ്ഭണ്ണമഭ്ഭാഗമടമിതയശാധവ്ജോനിവ്ലാതനാ.

3. കൊണ്ടും കൊടുത്തും നരന്മാക്ക
ചാച്ചയും ചേച്ചയുമുണ്ടാവ്വന്നിതു നിണ്ണയം.

4. ആസ്ത്രത്തിലങ്ങു വനസ്ഥരായ്ക്കളോക്ക
ബസ്തുവിരാഗമോ ചേരാമെല്ലൊ.

5. സന്മതിയാകിയ ധന്മജന്മാദിയും
ദുന്മതിപൂണ്ട ധൃതാരാഷ്ട്രഭൂപനാ
ഗ്രഹസ്മിതനായ ക്രൂടസ്ഥനീശ്വരൻ
ഗ്രഹസ്ഥനവ്യയനായ മായാമയൻ
ക്രൂടേനടന്നിതുഗാന്ധാരിതന്നോടും.

6. (*a*) ഇന്നവനിന്നതു നാളെവന്നനു ഭവിച്ചിട്ട
മെന്നറിഞ്ഞുകൂടാ ആക്കം തന്നെ
അതിനാൽ തീക്കേണം നാളെ വേണ്ടതിന്നൊക്കെ.

(*b*) സന്ധ്യാവേലക്ക ചെല്ലാഞ്ഞൊരു പൊഴുതു
പലാരാതികോപേന ശാപാലസ്ഥപം പൂണ്ടു
ഭൂമൌപരിചിനൊടുവീണിടിനേൻമാനുഷൻഞാൻ.

(*c*) പാടത്തുങ്കരെ നീലനിറമായിവേലിക്കൊരാഷ്ടോഷ്ക
മായി
ആടിത്തുങ്ങിയ ലഞ്ഞുലഞ്ഞുസുകൃതംകൈക്കൊണ്ടിരി
ക്കും പിഡൌ
പ്രാരാതെ വരികെൻെറ കയ്യില ധനാപിയ്യുഷ്ഡം
ഭത്തെയും
ഭേദിച്ചമ്പൊടു കല്പവള്ളിതരസാപൊററുള്ളപൈത
ങ്ങളെ.

(*d*) ആത്മപ്രശംസചെയ്താലുമാഭിജാത്യംകഥിക്കിലും
സ്വമതശ്ലാഘചെയ്താലും യൊഗ്യനല്ലനെന്ന വന്നു
പോം.

WEDNESDAY, 18TH JANUARY, 4-4 TO 5-5 P.M.

ESSAY.

Write an essay in your vernacular language on the following subject:

"National sports and games as an index to national character."

SCIENCE DIVISION.

BRANCH I.

MONDAY, 23RD JANUARY, 10 A.M. TO 12 NOON.

GEOMETRY.

I. Parallelograms on the same base and between the same parallels are equal.

1. Show, in each case of the proposition, how to cut up one of the parallelograms so that the parts when properly fitted together may form the other parallelogram.

II. The sum of the rectangles of the opposite sides of a quadrilateral is *equal to* or *greater than* the rectangle contained by its diagonals, according as the quadrilateral *is* or *is not* cyclic.

III. The plane angles that contain a solid angle are together less than four right angles.

1. Prove that there cannot be more than five regular convex polyhedra.

2. A *cube* and a regular *octahedron* have both *centre, axes,* and *planes* of symmetry. How many of each?

IV. If QV be an ordinate to the diameter PV of a parabola $QV^2 = 4SP.\ PV$.

1. If pv meeting PQ in v be the diameter conjugate to PQ, then $pv = \frac{1}{4}$ PV.

V. Explain the principles of *orthogonal projection,* and prove that principal radii of a circle project into conjugate diameters of an ellipse.

1. Draw three lines through the centre of an ellipse so as to divide it into three equal parts.

VI. If Sy, $S'y'$ be the focal perpendiculars on any tangent of a Central Conic, $Sy.Sy' = BC^2$.

1. Find the locus of points from which tangents at right angles can be drawn to two confocal conics.

VII. If the normal at the point P of an hyperbola meet the transverse axis in G, and CD be conjugate to CP, prove that PG : CD :: BC : AC.

1. The circle whose centre is any point P on a rectangular

hyperbola and radius PC, intersects the normal on the axes, and the tangent on the asymptotes.

VIII. The section of a right circular cylinder, by a plane inclined to the axis, is an ellipse.

MONDAY, 23RD JANUARY, 2 TO 5 P.M.

ALGEBRA AND PLANE TRIGONOMETRY.

I. If $\frac{x^3+y^3+z^3}{x^2+y^2+z^2}=\frac{x^2+y^2+z^2}{x+y+z}$, show that each is equal to

$$\frac{x(y^2+z^2)+y(z^2+x^2)+z(x^2+y^2)}{2(yz+zx+xy)};$$

and also to $\frac{y^2z^2(y-z)^2+z^2x^2(z-x)^2+x^2y^2(x-y)^2}{yz(y+z)(y-z)^2+zx(z+x)(z-x)^2+xy(x+y)(x-y)^2}$

II. Solve the equations

1. $x^2+a^2=y^2+b^2=(x+y)^2+(a-b)^2$.

2. $2x+\frac{y^2}{z}=2y+\frac{z^2}{x}=2z+\frac{x^2}{y}=a$.

III. Prove that the number of ways in which a selection of r letters may be made from the n letters $a, b, c, \ldots$, repetitions being allowed, is the same as the number of ways in which r things can be selected from $n+r-1$ things without repetition. From an unlimited number of sovereigns, half sovereigns, shillings and pennies in how many ways can six coins be selected with the restriction that not more than four coins of the same denomination can occur in each selection?

IV. Show how to express a given fraction as a radix fraction in a given scale of notation. What is the condition that the radix fraction may terminate?

Transform ·26 from scale 12 to scale 11.

A pure circulating radix fraction of two figures in scale 5 when transformed into scale 11 becomes a pure circulating radix fraction with the same two digits in reverse order; find the equivalent decimal fraction.

V. Show how an equation may be depressed two dimensions if a relation is given between two of its roots.

Two roots α, β of the equation $x^3-px+q=0$ are connected by the relation

$\frac{3q}{2p\alpha}+\frac{b}{\beta}=1$, and the third root is equal to β. Show that $3p=4b^2$ and $27q=16b^3$, and find the roots of the equation in terms of b.

VI. If p be the numerical value of the greatest negative coefficient in an equation of the nth degree, and x^{n-r} the highest power of

x which has a negative coefficient, show that $1+\sqrt[r]{p}$ is a superior limit of the positive roots. Find two limits between which all the real roots of the following equation must lie:

$$x^8+4x^6+3x^5-6x^4-16x^3-2x+1=0.$$

VII. If α, β, γ be the roots of the equation $x^3+px-r=0$, find $\Sigma\alpha^4$ and $\Sigma\beta^4\gamma^4$ and show that

$$\alpha^3\beta+\beta^3\gamma+\gamma^3\alpha=\alpha^3\gamma+\beta^3\alpha+\gamma^3\beta=-p^2.$$

VIII. Prove the formula

$$x^{2n}-1=(x^2-1)(x^2-2x\operatorname{Cos}\frac{\pi}{n}+1)(x^2-2x\operatorname{Cos}\frac{2\pi}{n}+1)\ldots\ldots$$

$(x^2-2x\operatorname{Cos}\frac{n-1}{n}\pi+1)$ and deduce that

$$\operatorname{Sin} n\theta=2^{n-1}\operatorname{Sin}\theta(\operatorname{Cos}\theta-\operatorname{Cos}\frac{\pi}{n})(\operatorname{Cos}\theta-\operatorname{Cos}\frac{2\pi}{n})\ldots\ldots$$

$(\operatorname{Cos}\theta-\operatorname{Cos}\frac{n-1}{n}\pi)$.

IX. Prove that (1) $\operatorname{Sin}\theta=\theta-\theta^3/\underline{|3}+\theta^5/\underline{|5}\ldots\ldots\ldots\ldots$

(2) $\frac{\operatorname{Sin}2\theta}{2}=\operatorname{Sin}\theta-\frac{1}{3}\cdot\operatorname{Sin}^3\theta+\frac{1\cdot3}{2\cdot4}\cdot\operatorname{Sin}^5\theta-\ldots\ldots\ldots$

TUESDAY, 24TH JANUARY, 10 A.M. TO 1 P.M.

ANALYTICAL GEOMETRY.

I. Find the equation of the straight line bisecting the angle between the straight lines represented by $ax^2+2hxy+by^2=0$.

II. Find the area of the triangle contained by the straight lines

$$y=m_1x+\frac{a}{m_1},\ y=m_2x+\frac{a}{m_2},\ y=m_3x+\frac{a}{m_3}.$$

III. Find the equation of a straight line in the form $r=a\sec.(\theta-\alpha)$, and determine the angle between $\frac{a}{r}=4\cos.\theta+3\sin\theta$ and $\frac{b}{r}=3\cos.\theta-4\sin\theta$.

IV. Find the equation of a chord of a circle in terms of the coordinates of its middle point. Show what relation must exist between the constants if the circles

$$x^2+y^2+2g_1x+2f_1y+c=0$$
$$x^2+y^2+2g_2x+2f_2y+c=0$$

touch each other.

V. Trace the curves

$$x^2+4xy+4y^2-6x=0.$$
$$x^2+6x=y^2+9.$$

VI. Under what conditions does the general equation of the second degree represent (i) an ellipse, (ii) a pair of parallel straight lines?

VII. Define the eccentricity of a conic, and show that it depends on the angle between the asymptotes.

If $\frac{l}{r} = 1 + e \cos \theta$ be the polar equation to a conic, find the polar equation to the asymptotes.

VIII. Two tangents to a circle intercept a constant length on a fixed tangent. What is the locus of their point of intersection?

IX. Given the co-ordinates of one extremity of a diameter, find those of either extremity of its conjugate.

In an ellipse perpendiculars are drawn from the focii to a pair of conjugate diameters Find the locus of their points of ntersection.

X. If the ellipse whose semi-axes are a and b be referred to the focus as origin and p be the perpendicular on the tangent and r the radius rector,

$$\text{show that } \frac{b^2}{p^2} + \frac{2a}{r} - 1.$$

TUESDAY, 24TH JANUARY, 2 TO 5 P.M.

DIFFERENTIAL CALCULUS.

I. 1. Find from the definition the differential co-efficients of the following with respect to x.

$$(a)\ (a+x)^n. \quad (b)\ \tan^{-1}x. \quad (c)\ \log \left\{ x + (1+x^2)^{\frac{1}{2}} \right\}.$$

2. If $y = \phi(z)$, and $z = \psi(x)$

$$\text{Prove that } \frac{dy}{dx} = \frac{dy}{dz} \cdot \frac{dz}{dx}.$$

Differentiate with respect to x $\log \cos^{-1} (1 - x^2)^{\frac{1}{2}}$

$$\text{and having given } \left(\frac{ds}{dx}\right)^2 = 1 + \left(\frac{dy}{dx}\right)^2$$

$$\text{show that } \frac{\frac{d^2y}{dx^2}}{\left\{1 + \left(\frac{dy}{dx}\right)^2\right\}^{\frac{3}{2}}} = \frac{d^2y}{dx^2} \cdot \frac{dx}{ds} - \frac{d^2x}{ds^2} \cdot \frac{dy}{ds}.$$

II. If $F(x)$ be a continuous function of x, show geometrically that $F(a+h) - F(a) = h\, F'(a+\theta h)$, where θ is some proper fraction.

Use the result to evaluate a fraction of the form $\frac{0}{0}$.

Find the limiting values of (1) $\frac{\log(1+x^2+x^4)}{\sec x - \cos x}$;

(2) $(\text{Cos}\,ax)^{\text{Cosec}^2 bx}$ when $x=0$.

III. Obtain the first four terms of the expansion of y in powers of x, when

(1) $y = \log(\cos x + \sin x)$.
(2) $y = 1 + xey$.

IV. Investigate a method for determining the maxima and minima values of a function of x.

A point P is taken in the straight line bisecting the angle A of a triangle. Show that when the difference between the angles ABP and ACP is a maximum,

$$\text{AC Sin}^2\,\text{ACP} = \text{AB Sin}^2\,\text{ABP}.$$

V If p be the perpendicular from the origin upon the tangent at the point $\left(\frac{1}{u}, \theta\right)$ of a curve, show that

(1) $\frac{1}{p^2} = u^2 + \left(\frac{du}{d\theta}\right)^2$ and (2) if this be a point of inflection,

$$u + \frac{d^2u}{d\theta^2} = 0.$$

Find such a point in the curve

$$au\theta^2 = \theta^2 - 1.$$

VI. Find the radius of curvature at any point of the curve $y = f(x)$.

If the equation to the curve be of the form $y^2 = f(x)$, show that the diameters of curvature at the points where it meets the axis of x are $f^1(\alpha)$, $f(\beta)$ ..where α, β .. . are the roots of the equation $f(x) = 0$.

VII. Trace the curve $x^2(x+y) = a(x^2+y^2)$.

Determine the point of intersection of the curve with its asymptote; and find the equations to the tangents to the curve where it meets the parabola $x^2 = 2ay$.

WEDNESDAY, 25TH JANUARY, 10 A.M. TO 1 P.M.

DYNAMICS.

N.B.—Full marks will be awarded for answering about four-fifths of this paper.

I. Show how to find the resultant of two velocities.

A particle is moving with a velocity of 6 feet per second along the diagonal of a square which is itself moving with a velocity of 8 feet per second parallel to an edge. Find the actual velocity of the particle.

II. Explain the meaning of the terms momentum, poundal, horse-power and limiting friction.

The mass of a complete train is 120 tons and the resistance to its motion on a level 30 lbs. in weight per ton. The horse-power of the locomotive is 320. What is the highest speed at which it can pull the train?

III. 1. A uniform chain of 1 lb. to the yard has its lower end just touching the ground and is let fall. Find the pressure on the ground after four seconds.

2. A 1 lb. mass exerts a pressure on the hand of an aeronaut equal to the weight of 20 oz. Find the acceleration of the balloon.

IV. The sum of the moments of any number of co-planar forces about a point is equal to the moment of their resultant about the same point.

V. 1. Find the centre of gravity of the perimeter of a triangle.

2. Particles are placed at A, B, C, and the centers of gravity of A, B and of B, C are known. Show how to determine that of A and C.

VI. 1. Two equal smooth hemispherical bowls are placed on a horizontal plane, and are kept with their rims everywhere in contact in a vertical plane by a string connecting two equal weights which rest on the bowls. Find the length of the string.

2. A rectangular block rests on a rough inclined plane. If the inclination be gradually increased, determine whether it will first begin to slide or topple over.

VII. 1. A ball impinges obliquely upon a fixed smooth plane. Find the motion of the ball after impact.

2. A particle, of elasticity e, is projected from the middle point of one side of a square, in a direction making an angle θ with it. Find the limits between which $\tan\theta$ must lie in order that the particle may strike the four sides in order.

VIII. 1. A particle describes a circle with uniform velocity. Find the direction and magnitude of the acceleration.

2. The width between the rails is 56½ inches. How much ought the outer rail to be higher than the inner on a curve 1,500 ft. radius, when the speed on the line is 30 miles an hour?

IX. 1. Find the condition that a projectile may strike at right angles an inclined plane through the point of projection.

2. A body slides down an inclined plane of given height and impinges on an elastic horizontal plane. What must the inclination of the plane be that the range on the horizontal plane may be the greatest possible?

X. Find the moment of inertia of

1. A circular disc about a tangent as axis.
2. A square lamina about a diagonal.

XI. A seconds pendulum at one place when taken to another place loses n minutes a day. It is made to keep correct time by shortening it by a inches. Find the length of the pendulum.

THURSDAY, 26TH JANUARY, 10 A.M. TO 1 P.M.

HYDROSTATICS, PNEUMATICS, AND OPTICS.

I. State the fundamental property of a fluid. Deduce the theorem that the pressure at a point of a fluid is the same in all directions.

II. Define specific gravity, and explain how to determine the specific gravity of a solid. How would you determine the specific gravity of sugar?

A nugget of gold mixed with quartz weighs 10 ounces, and has a specific gravity 8·6; given that the specific gravity of gold is 19·35, and of quartz 2·15, find the quantity of gold in the nugget.

III. Define 'whole pressure,' 'resultant pressure.' Prove that the whole pressure on a given surface depends only on the depth of the centre of gravity of the surface considered as a uniform lamina. Is the whole pressure ever the same as the resultant pressure on a surface?

Find the resultant pressure on the curved surface of a cone whose semi-vertical angle α, height h, the cone being wholly immersed in a liquid of density ρ with its vertex in the surface and its axis inclined at an angle θ to the vertical.

IV. State Boyle's Law.

A cylinder, with top closed and bottom open, and full of air is lowered into water. Show that if $W(W+P) < PW'$ where W is the weight of the cylinder, W′ the weight of water that it will hold and P the whole atmospheric pressure on its top, there is a stable position of equilibrium with the top out of water: and if the cylinder be further pushed down it will come to another position of equilibrium (unstable) with its top under water. If x, y, be the distances of the top from the surface in the two positions, show that

$$\frac{x}{y} = \frac{P}{W+P}.$$

V. In the common pump, find the tension of the piston rod (1) when the pump is not in full action, (2) when it is.

If a be the height of the water barometer, and l the greatest height of the piston above the reservoir, prove that unless the stroke of the piston is $> \frac{l^2}{4a}$ the pump will not work.

VI. State the laws of the reflexion and refraction of light.

A ray enters a prism of quadrilateral section in a principal plane, the angle of incidence being ϕ, and after reflexion at three sides in order emerges from the one at which it entered making an angle 2ϕ with the original direction of the ray. Show that the section of the prism by a principal plane is inscribable in a circle.

VII. A ray of light is refracted in a principal plane through a prism whose angle is i and refractive index relative to the surround-

ing medium is μ. Find the deviation and find the condition that it may be a minimum.

VIII. Find the position of a point conjugate to a given point with respect to a thin lens of focal length f.

A thin double convex lens, focal length f, is placed at a distance $r+f$ from a concave spherical mirror of radius r, whose axis is the same as that of the lens. Show that if u be the distance from the lens of a point, and u' that of its image after refraction through the lens, reflection at the mirror and refraction again through the lens, $u+u'=\frac{2f(f+r)}{r}$.

IX. What is meant by the dispersion of light? How is the dispersive power of a medium measured?

If a combination of thin lenses of different kinds of glass, placed in contact, be achromatic, show that

$$\Sigma \frac{\omega}{f}=0$$

where f...are the focal lengths of the lenses for standard rays, and ω... the dispersive powers of the different kinds of glass.

X. Describe Ramsden's eye-piece.

Draw an astronomical telescope fitted with a Ramsden's eye-piece, and trace the course of a pencil of parallel rays through it.

THURSDAY, 26TH JANUARY, 2 TO 5 P.M.

SPHERICAL TRIGONOMETRY AND ASTRONOMY.

I. ABC is a spherical triangle, right angled at C. Investigate geometrically the relations $\text{Cos}c=\text{Cos}a\ \text{Cos}b$, $\tan a=\cos B\ \tan c$, $\text{Sin}a=\text{Sin}A\ \text{Sin}c$.

ABC is a spherical triangle, right angled at C, and D is the middle point of AB. Prove that $\text{Cos CD}=\text{Cos}\frac{c}{2}\ \text{Sin}(A+B)$.

II. Prove that in a spherical triangle ABC

$$(1)\ \text{Cos}\tfrac{1}{2}(A+B)\ \text{Cos}\frac{c}{2}=\text{Cos}\tfrac{1}{2}(a+b)\ \text{Sin}\frac{C}{2};$$

$$(2)\ \text{Sin}\frac{E}{2}=n/2\ \text{Cos}\frac{a}{2}\ \text{Cos}\frac{b}{2}\ \text{Cos}\frac{c}{2}.$$

III. Prove that if R be the angular radius of the circumcircle of a spherical triangle ABC, $\tan R=2\ \text{Sin}\frac{a}{2}\ \text{Sin}\frac{b}{2}\ \text{Sin}\frac{c}{2}/n$. If R denote the angular radius of the circumcircle of a spherical triangle, γ, γ_1, γ_2, γ_3 the angular radii of the incircles of the triangle and its colunars, prove $\tan\gamma_2\ \tan\gamma_3+\tan\gamma_3\ \tan\gamma_1+\tan\gamma_1\ \tan\gamma_2=\text{Sin}^2 R\ (1+2\tan R\ \tan\gamma)$.

IV. State and explain, with the aid of a diagram, the different methods of fixing a star's position. At a certain instant the altitude of a star is a. After λ sidereal hours the star is in the meridian, and its altitude is a_2. Prove that θ, the latitude of the place of observation, is given by the equation $\text{Sin}\ (2\theta + a_2)\ \text{Sin}^2 \frac{h}{2} = \text{Sin}\ a_2\ \text{Cos}^2 \frac{h}{2} - \text{Sin}\, a_1$.

V. Explain how the revolution of the Earth round the sun accounts for the changes in the sun's right ascension and declination. Explain the terms *equation of time, mean noon, tropical year perihelion, apse line.*

VI. How is the position of heavenly body affected by (1) refraction, (2) aberration? How is aberration produced?

VII. Explain generally how the distance of the moon from the earth may be found. What are the liberations of the moon, and how are they caused?

VIII. Explain with a diagram the conditions under which a lunar eclipse is possible. State the limits to the number of eclipses of the sun and the moon that may occur within a year, and give reasons for your answer.

IX. (1) State as correctly as you can the sun's parallax and its distance in miles.
(2) State the elements of a planet's orbit.
(3) State the general distinctions between planets and comets.
(4) What is meant by the annual parallax of a star, and how is it found?

BRANCH II.A.

MONDAY, 23RD JANUARY, 10 A.M. TO 1 P.M.

PHYSICS.

Only ten questions should be answered, of which two must be taken from each of the sections A, B, C, D, and E.

A.

1. A vessel of water is placed on one of the scales of a balance and is exactly balanced by a weight in the other scale. A body heavier than water, suspended by a string, is wholly immersed in the water without touching the bottom. What will be the effect on the balance? Give the reason for your answer. Let the balance be adjusted and the alteration noted. Now let the body be detached from the string and allowed to rest on the bottom of the vessel and let the balance be again adjusted. Show how from these observations the specific gravity of the body may be found.

II. A body is projected vertically upwards with a velocity of 32 feet per second; to what height will it rise? Show that the potential energy added to the body by rising to this height is equal to the kinetic energy originally imparted to the body.

III. What is meant by torsion? How does the resistance to torsion vary (1) with the length of the wire, (2) with the diameter of the wire?

How does the angle of torsion vary with the force applied? How has the last named property been used?

B.

IV. What do you mean by the nodes and loops of a stretched string? Give sketches of the nodes and loops of a string touched at the following distances from one end. namely: $\frac{1}{3}$, $\frac{1}{2}$, $\frac{2}{3}$ and $\frac{3}{4}$ of the length of the string. What will be the intervals of the notes produced by the strings, under these circumstances, above the fundamental note of the string?

V. A tuning fork, previously set in vibration, is held over a cylindrical vessel into which water is gradually poured. Describe and explain what occurs.

VI. What is the velocity of sound in air? How can it be shown that the velocity of sound does not vary with its wave length?

C.

VII. Distinguish between the real and apparent expansion of liquids. How can the real expansion of a liquid be measured?

VIII. What do you mean by regelation and how is it accounted for?

IX. Describe and explain what takes place when heat is continuously applied to a vessel containing water. Name the principal conditions which affect the boiling point of water.

D.

X. Explain the terms ray and pencil of light. What is meant by a divergent, a convergent, and a parallel pencil?

XI. Explain why the sun would be equally bright if seen from either Mercury, Venus, or the earth.

XII. A ray of light falls obliquely on a plate of glass with parallel sides. Trace the path of the ray in the air before reaching the glass, through the glass, and in the air after passing through the glass. What would take place if the sides of the plate of glass were not parallel?

E.

XIII. How did Wheatstone measure the duration of an electric spark and the velocity of the discharge of a Leyden jar through a wire?

XIV. Describe and explain any apparatus by which continuous rotation can be produced,

(1) by the action of currents on each other

(2) by the action of a magnet on a current or by a current on a magnet.

XV. Describe the telephone and give a short explanation of its action.

MONDAY, 23RD JANUARY, 2 TO 5 P.M.

THEORETICAL CHEMISTRY.

I. Explain briefly the principal characteristics of chemical action, and state under what circumstances chemical action can occur. Contrast these circumstances with the conditions under which the physical forces usually act.

II. What is meant by Avogadro's law? On what observations does this law depend. Show how it has influenced the development of modern chemistry.

III. On analysis a mineral gave the following percentage composition :—

Si 28·73; Mg 16·14; H 1·35; O 53 78.

Give the empirical formula of this body, and if possible draw its graphic formula.

Si = 28, Mg = 24

IV. 1 litre of chlorine gas at 20°C. and 750 mm. pressure is passed into an excess of solution of ammonia in water. What volume of gas will be evolved, measured at 27°C. and 728 mm. pressure?

V. Describe clearly the phenomena of dissociation, and quote several examples of it. How is dissociation explained?

VI What is meant by the electro-chemical equivalent of an element, and how could this be determined? Point out how the electro-chemical equivalents may help in the determination of atomic weights, but show how this alone cannot decide an atomic weight.

VII. If an electric current is passed into a series of cells containing moderately concentrated sulphuric acid and employing plates of plumbic sulphate as electrodes, state what chemical action will take place while the current passes. Explain also what takes place when such cells are discharged. In your answer deal both with the chemical changes, and with the changes of the potential energy

VIII. Write out a list of the non-metallic elements, classifying them according to their valencies. State which of these elements are useful from a manufacturing and economic point of view.

IX. Describe the manufacture of coal gas, state what are its constituents, and how it is purified? What are the theories as to the source of light in luminous flames, and how are these theories supported?

TUESDAY, 24TH JANUARY, 2 TO 5 P.M.

MIXED MATHEMATICS.

I. ABC is a triangle and D divides BC so that BD : DC :: 3 : 1. A force represented by 4AD acts along AD. Find its components along AB and AC.

II. Prove that the algebraic sum of the moments of two forces in a plane round any point in that plane is equal to the moment of their resultant.

A heavy uniform rod 25 inches long is suspended from a fixed point by two strings fastened to its ends, the lengths of the strings being 24 inches and 7 inches. If θ be the inclination of the rod to the vertical in the position of equilibrium, then $625 \sin\theta = 336$.

III. Find the centre of gravity of a triangular lamina.

Given the base and the height of a triangle, construct it so that it will just stand on a horizontal plane.

IV. A heavy uniform rod AB is suspended by a string attached to A. A horizontal force acts at B pulling the rod and string out of the vertical. Having given the horizontal force F and the weight of the rod W, find the inclinations of the string and rod to the vertical.

V. Find the force acting horizontally which will keep a body whose weight is W at rest on a plane inclined at an angle α to the horizon.

A smooth board is inclined at a certain angle to the horizon. A weight of $10\sqrt{2}$ lb. on it is kept in equilibrium by two forces of 5, and $5\sqrt{3}$ lb. acting parallel to the board, and at right angles to one another. The direction of the force of 5 lb. makes an angle of 60° with the line of greatest slope on the board. Find the inclination of the board to the horizon.

VI. A particle starts from rest and moves in a circle with uniformly increasing speed. Shew how to find the time it takes to go round the circle the nth time.

VII. Define the 'poundal' and the 'dyne.'

If $g = 980$ cm. per sec per sec, the mean density of the earth 5·5 grammes per c.c. and earth's quadrant $= 10^7$ metres, find in dynes the force between two masses of 1 gramme each placed at a distance of 1 cm. from one another.

VIII. A body is thrown upwards from the foot of a tower with a velocity of 100 feet per sec. and simultaneously another is thrown downwards from the top with the same velocity. They meet in half a second. Find where they met and the height of the tower.

IX. A man weighing 155 lb. carries a parcel weighing 5 lb. and stands on a platform which is moving downwards with uniform acceleration. The pressure on the platform is equal to the weight of the man. Find the acceleration of the platform.

X. A train weighing 200 tons is running at 40 miles an hour down an incline of 1 in 120; find, by the energy method, the resistance necessary to stop the train in half a mile.

WEDNESDAY, 25TH JANUARY, 10 A.M. TO 1 P.M.

PHYSICS.

Introductory, Sound and Light.

I. Show in a tabular form the British and French units of length, capacity, and weight, and the relations between the two systems.

A block of iron measures 2·3 × 4·6 × 9·8 inches; its specific gravity is 7·4, what is its weight in grammes?

II. A vessel with vertical sides is filled with equal weights of two liquids (which do not mix) of specific gravity 1·84 and 0·76 respectively. The total depth is 20cm., what is the pressure on 1 sq. cm. of the base?

III. Describe one method of obtaining the value of the constant of capillarity for any liquid. Why are two clean glass plates drawn closely together when a drop of water is placed between them, and whence comes the energy by which the work of drawing them together is accomplished?

IV. Describe and explain the action of a Sprengel pump. How can the amount of the exhaustion be measured in a very high vacuum?

V. Explain the effect of change of temperature on the velocity of transmission of sound through a gas, and show how the amount of the effect can be calculated.

VI. Describe a method of showing graphically the result of the combination of two simple harmonic motions. Give the result when the two vibrations are at right angles to each other, the periods 3 : 4, and the phases differ by ¼ period.

VII. Explain the formation of an image by a double convex lens, and form the equation for finding the relation between the distances from the lens of the object and image.

VIII. How do you account for the dark lines in the spectrum of ordinary sunlight and the bright lines in solar prominences?

IX. Describe a Nicol's prism. A beam of light is passed through a Nicol's prism and then through a thin plate of selenite and then through a second Nicol, what will be the effect of rotating (1) one of the Nicol's (2) the plate of selenite?

X. Describe one arrangement for studying the effects of mixed colours, giving a summary of the results obtained. Compare with these the results got by mixing pigments.

WEDNESDAY, 25TH JANUARY, 2 TO 5 P.M.

PHYSICS.

Heat, Electricity, and Magnetism.

I. Describe any method by which the cubical dilatation of solids when heated has been determined.

The coefficient of cubical expansion of glass is 0·00002584 and the density of water at 0°C is 0·999875. Find at what second temperature a piece of glass will displace the same weight of water as it does at 0°C, having given that the density of water at t°C is $0{\cdot}999875 + 0{\cdot}0000636t + 0{\cdot}0000083\,t^2$.

II. Explain how quantities of heat can be measured, and define the 'calorie.'

Explain clearly how to compare the specific heats of liquids by the method of cooling, and how the effect of the vessel in which the liquids are put is taken into account.

III. How may J be determined from a knowledge of the amounts of heat required to raise the temperature of a mass of gas through a certain number of degrees (1) when the pressure is constant, (2) when the volume is constant.

What is meant by a reversible thermal cycle?

IV. Define the terms magnetic axis of a magnet, magnetic moment, line of magnetic force, strength of magnetic field.

How would you determine the magnetic axis of a magnetised sphere?

V. The small needle of a reflecting galvanometer swings freely in a magnetic field of 0·28 C.G.S units and makes three oscillations in a second. The control magnet is then adjusted so that the needle makes only one oscillation in two seconds—the direction of the field being the same as before. Find the strength of the field at the galvanometer needle. Also determine the field produced by the control magnet at the needle.

VI. State the laws of force between quantities of electricity and define the electrostatic C.G.S. unit quantity of electricity.

How could you use the torsion balance to compare the surface densities at different parts of a charged conductor?

VII. Define the 'electric potential' at a point in an electric field.

What is the energy of a charged condenser?

A given quantity of electricity is divided between a number of condensers. Shew that the energy of the charges is a minimum when the potentials of all are equal.

VIII. What is the action of a current in a long straight wire on a magnetic needle in its neighbourhood?

What is meant by the 'reduction factor' of a tangent galvanometer? How would you determine the reduction factor of a

tangent galvanometer by observing the heat created in a known resistance in circuit with it?

IX. Find the relation between the resistances of the arms of a Wheatstone's bridge when no steady current passes through the galvanometer.

How would you determine by electrico-magnetic means whether a given coil of wire is wound like a resistance coil or not?

X. State Lenz's law of the direction of induced currents.

A metal disc is caused to spin, by the untwisting of a thread, about a diameter, between the poles of an electromagnet, the diameter being perpendicular to the field. Describe and explain what happens when the electromagnet is suddenly excited.

BRANCH II.B.

MONDAY, 23RD JANUARY, 10 A.M TO 1 P.M.

PHYSICS.

Only ten questions should be answered, of which two must be taken from each of the Sections A, B, C, D, and E.

A.

I. Describe any apparatus to show the phenomena of endosmose and exosmose.

II. What are the laws regulating the absorption of gases by liquids? Give some of the uses to which the absorption of gases by liquids has been applied.

III. State Boyle's law and describe a method of proving it experimentally.

B.

IV. A tuning fork previously set in vibration is held over a cylindrical vessel into which water is gradually poured; describe and explain what takes place.

V. How are the transverse and longitudinal vibrations of rods produced? State how they vary in each case with the length and thickness of the rod.

VI. What is the velocity of sound in air? How can it be shown that the velocity of sound does not vary with its wave length?

C.

VII. What do you mean by regelation? and how is it accounted for?

VIII. Distinguish between evaporation and ebullition, and state the conditions which influence them.

IX. Describe briefly any means by which the specific heat of a body can be measured.

D.

X. Describe any apparatus for measuring the intensity of light, and explain how the measurement is performed.

XI. Describe any experiments on radiant energy to show that good radiators are good absorbers and that bad radiators are bad absorbers.

XII. What is meant by phosphorescence and how may it be observed? How has the phenomenon been explained?

E.

XIII. State and illustrate Ohm's law. On what does the resistance of a conductor depend? What is the heat generated in a conductor of resistance r, in time t, by a current c?

XIV. Explain how polarisation is avoided in Daniell's and Grove's cells.

XV. Describe the telephone and give a short description of its action.

MONDAY, 23RD JANUARY, 2 TO 5 P.M.

CHEMISTRY.

I. Express in the form of an equation the law relating to the volume, temperature, and pressure of a given mass of any gas. What volume of oxygen at 80°C. and 800 mm. can be obtained from 250 grammes of potassium chlorate; and what pressure will the gas exert at 100°C., its volume being unchanged?

II. How are the empirical and the molecular formulæ of a body determined? Calculate the empirical and the molecular formulæ of a compound which has the following percentage composition:—aluminium 20·28, chlorine 79·72; and the vapor of which at high temperatures has a specific gravity of 4·56 compared with air.

$$Al : Cl = 27 : 35{\cdot}35.$$

III. Give a brief account of the various methods by which the atomic weight of elements can be determined.

IV. By what chemists was the periodic law propounded and developed? State the law and explain it, exemplifying it by means of the members which are included in the first two series (excluding hydrogen). Indicate the extent to which this law has been of service in bringing to light new facts.

V. Classify the oxides of manganese, and state which of them occur naturally. Mention any points of resemblance between the properties of this element and of those which immediately precede it and follow it in the periodic series. Also point out in what respects this element is related to the halogens.

VI. State the methods of preparation of the compounds which the halogens form with oxygen. Give the formulæ of half-a-dozen compounds which those elements form with negative radicles,

simple and compound (other than oxygen), and express by means of equations the manner in which each compound acts with water.

VII. Describe in detail the preparation of ordinary phosphorus from bone-ash, giving equations for all the interactions. Show by means of graphic formulæ the probable structure of the phosphorus oxy-acids, and compare the properties of these acids with the corresponding acids of arsenic.

VIII. Describe the manufacture of sulphuric acid from iron pyrites and sodium nitrate. What impurities are found in the acid prepared in this way, and how may they be detected and removed? Name and give the formulæ of half a dozen sulphates which are isomorphous. What are 'double sulphates'? Give some examples, and state how they may be prepared and how they crystallise.

TUESDAY, 24TH JANUARY, 2 TO 5 P.M.

INORGANIC CHEMISTRY.

I. Each of the following substances is ignited in a stream of oxygen gas:—potassium, tin, silver, tellurium, bariumoxide, sodium, calcium sulphide, auric oxide, platinic chloride, and crystallized copper sulphate. What change will take place in each case? If chemical changes occur express them by equations.

II. An electric spark is passed through each of the following gaseous mixtures. Describe exactly what happens in each case, and give the volumes of the resulting gases:—

(1) 2 vols. O. 2 „ H.	(2) 2 vols. Cl. 2 „ H.	(3) 2 vols. N. 6 „ H.
(4) 2 „ O. 2 „ Cl.	(5) 2 „ N. 2 „ O.	(6) 2 „ N. 6 „ Cl.

III. A stream of carbon dioxide gas is passed through solutions of each of the following substances, (1) when water only is used as the solvent, and (2) when ammonia has been added to the solution; state what will happen in each case:—sodium chloride, barium chloride, ammonium chloride, zinc sulphate, calcium chloride, potassium nitrate, manganous sulphate, and magnesium chloride.

IV. How is arsenuretted hydrogen prepared, and what are its properties? Explain which happens when this gas is (1) burnt in air, (2) when a piece of cold porcelain is brought into the flame, (3) when passed through a red hot tube, (4) when passed into a solution of silver nitrate, and (5) when passed into hot and concentrated nitric acid.

V. By what method has fluorine been recently prepared? Sketch the apparatus employed. Describe its principal properties.

VI. Give the ordinary and graphic formulæ of all the oxides of the following metals:—iron, bismuth, strontium, chromium, and magnesium. Give briefly the properties of these oxides and their uses.

VII. Describe clearly what is the composition of white lead and malachite, and draw their graphic formulæ. To what class of bodies do they belong? How is white lead prepared on a large scale, and how would you analyse it?

VIII. State clearly how bleaching powder is manufactured. Would a bleaching powder factory succeed in the plains of India? Explain the constitution of bleaching powder and its use in bleaching.

IX. What is the composition of felspar, calcspar, and fluorspar? From which can you obtain silica, and how would you prepare soluble silicic acid?

X. Describe how copper is manufactured from copper pyrites, and how mercury is obtained from its ores.

WEDNESDAY, 25TH JANUARY, 2 TO 5 P.M.

ORGANIC CHEMISTRY.

Not more than ten questions are to be attempted.

I. Chlorine acts upon organic bodies either by direct union, or by substitution, or by oxidation. Give examples of each kind of action, and mention in what respects (if any) the action of bromine and iodine differs from that of chlorine.

II. What are the general methods employed for (1) introducing hydroxyl into a compound and (2) determining the number of hydroxyl groups contained in a compound?

III. There is a marked analogy in the constitution of silicon and carbon compounds, but the atoms of silicon, unlike those of carbon, show little tendency to combine together. Mention some of the most important compounds which illustrate the analogy and difference between the two elements

IV. How many pentyl alcohols are theoretically possible? Have all been prepared? Write their graphic formulæ, classify them, and name them as derivatives of carbinol. State how each alcohol behaves on oxidation.

V. Give a list of the oxidation products of ethane intermediate between that body and oxalic acid. How may each be prepared?

VI. When a dilute solution of potassium acetate is electrolysed, hydrogen is evolved at the cathode and oxygen at the anode. In concentrated solutions, ethane is evolved at the anode, and methyl acetate and potassium carbonate are found in solution. If the propionate is employed, some ethylene is formed. Explain how these reactions occur.

VII. How are the anhydrides of the fatty acids prepared? Distinguish between these bodies and lactides and lactones.

VIII. When, by whom, and how was the first dihydric alcohol obtained? What are its properties? How may it be converted into (1) ethylene oxide, (2) ethidene oxide?

IX. Many cases of isomerism are known, and others are being constantly discovered, which are not accounted for by existing theories of molecular structure Mention some bodies which exhibit this phenomenon of 'geometrical isomerism,' and give a brief account of the hypothesis which attempts to explain it.

X. The olifines contain neither a dyad atom of carbon nor free combining units. What evidence is there to support this conclusion?

XI. The hydrocarbons of the acetylene series may be arranged in three classes. Explain the constitution of each class, and state how its members may be obtained.

XII. The substitution products of benzene react quite differently from those of the paraffins. Prove this statement by comparing the behaviour of some of the most important substitution products of benzene with corresponding derivatives of paraffins.

XIII. How has the constitution of the three phthalic acids been fixed? Write the formulæ of all the nitrophthalic acids, and state from which acid each is derived. What do these bodies yield (1) when distilled with lime, (2) when treated with reducing agents?

XIV. How may mesitylene be obtained from acetone? What light does this method of production throw upon the constitution of mesitylene, and how has the view to which it led been verified?

XV. From what source is anthracene obtained? How can it be prepared from benzene, and how is it converted into alizarine? What other hydrocarbon is isomeric with anthracene?

XVI. Mention the pyridine bases which have been obtained from bone-oil. How has pyridine itself been synthesised, and how has its constitution been determined?

BRANCH III.

MONDAY, 23RD JANUARY, 10 A.M. TO 1 P.M.

GENERAL BIOLOGY.

I. In what parts of a plant do intercellular spaces most commonly occur? Of what special use are they in the economy of the plant's life?

II. Describe the manner in which the prothallus of a fern is developed from the asexual spore.

III. What are the chief points of interest to be noted in the examination of a cell, belonging to one of the hairs springing from a filament of *Tradescantia*, or of one of the cells of *Vallisneria*?

IV. Explain the meaning of the following terms: Bacillus, hypha, mycelium, conidia, zygospore.

V. Describe the structure of the Bean shortly after the flower has withered.

VI. What are the different known ways in which *Torula (Saccharomyces)* multiplies?

VII. Classify and briefly describe the tissues met with in a flowering plant. Describe their mode of origin.

VIII. State fully the manner in which animals and plants respectively obtain the carbon and nitrogen necessary for the construction of their protoplasm

MONDAY, 23RD JANUARY, 2 TO 5 P.M.

GENERAL BIOLOGY.

I. Describe the principle of division of physiological labour, by reference to lower forms of plant and animal life.

II. Discuss and illustrate the statement that "in the development of the organism or of its component parts, there is a progress from the simple to the complex, from the general to the special."

III. Explain the statement that yeast causes alcoholic fermentation. Describe a fluid well suited for studying the phenomenon. How would you set to work to discover a suitable fluid? Discuss the reasons which would lead you to choose each ingredient.

IV. Discuss the relation of the process of conjugation to the process of fertilization.

V. What are the various ways in which fossils have been formed?

VI. Discuss the extent to which a nerve fibre can be considered as an example of modification of cell structure.

BRANCH III., ii-B.

TUESDAY, 24TH JANUARY, 10 A.M. TO 1 P.M.

ANIMAL PHYSIOLOGY.

I. In regard to carbonic acid gas, state:

1. the conditions under whicl it is formed in the body;
2. the manner in which it leaves the body;
3. the conditions which determine the amount formed in he body;
4. any mode of estimating the amount present in expired air.

II. Give a brief sketch of the development of the human vascular system, and describe fully the nature of the vascular connection between the fœtus and the mother.

III. Describe briefly the functions of the following:

1. the organ of Corti;
2. the crystalline lens;
3. the corpora quadrigemina;
4. the ninth cranial nerve.

IV. Give an account of the mode of formation and chemical composition of milk.

V. Discuss fully the nature, mode of formation of, and ultimate destination of glycogen. In connection with this substance mention any observations that have been made in regard to the composition of the blood entering and leaving the liver, and in regard to the presence of glycogen in the liver after death.

VI. What evidence is there as to the presence of automatic nerve centres in the heart? Describe any experiments bearing on the subject.

TUESDAY, 24TH JANUARY, 2 TO 5 P.M

ANIMAL PHYSIOLOGY.

I. Give an account of the nervous mechanism of perspiration, illustrating your answer by reference to experiments.

II. Describe the microscopical structure of:

1. the cornea;
2. the mesentery.

III. What evidence is there that urea is formed or simply withdrawn from the blood by the kidneys?

IV. Give an account of the properties and uses of hæmoglobin.

V. What proofs are there that the spinal cord is a conductor of both afferent and efferent impulses?

VI. Give an account of the blood-flow through the capillaries and the effect of the capillaries on the venous circulation.

VII. Describe the structure of unstriated muscle and its functions in the different organs and tissues in which it occurs.

WEDNESDAY, 25TH JANUARY, 10 A.M. TO 1 P.M.

PRACTICAL PHYSIOLOGY.

I. Make a sphygmographic tracing with the apparatus provided.

II. Collect the bile from a dog and demonstrate as many of its reactions as you can.

III. Dissect out the left recurrent laryngeal nerve in the dog provided.

WEDNESDAY, 25TH JANUARY, 2 TO 5 P.M.

PRACTICAL PHYSIOLOGY.

I. Cut, stain, and mount, sections of the hardened tissue provided.

II. Make preparations showing the structure of the different varieties of connective tissue met with in the animal supplied.

III. Identification, etc., of specimens.

BRANCH III., ii-C.

TUESDAY, 24TH JANUARY, 10 A.M. TO 1 P.M.

ZOOLOGY.

I. Show that the groups Turbellaria, Trematoda, and Cestoda are closely related to one another. Discuss the relation of the Hirudinea to these groups.

II. Describe the special characters of the groups of Mammals which are adapted to an aquatic life.

III. Write a short essay on the relation of the various groups of Arthropoda to one another.

IV. Write short notes on: Scyphistoma, Hectocotylus, *Chimæra*, *Pedalion*, Avicularia, rudimentary males, nematocysts, opercula, typhlosole, monophyodont, heterodont.

V. Describe the visceral arches of a Selachian (Elasmobranch) and trace the chief modifications in the arrangement of the 1st and 2nd arches which obtain in the Vertebrate series.

TUESDAY, 24TH JANUARY, 2 TO 5 P.M.

ZOOLOGY.

I. State the chief causes which lead to degeneration in animals. Give as many instances as you can of animals which have undergone extensive degeneration, mentioning very briefly with regard to each the peculiarities in its structure due to degeneration.

II. What are the chief factors which determine the geographical distribution of animals? Compare in regard to their Vertebrate fauna the islands of Borneo, Java, and Sumatra, on the one hand, and New Guinea on the other, and state what deductions have been drawn from the facts of distribution presented by each of the two regions.

III. Describe the chief structural features of the following animals: *Ceratium*, *Tubipora*, *Sacculina*, *Dentalium*, *Phoronis*, *Pyrosoma*.

IV. Give an account of the structure, affinities, habits, and development of *Sagitta*.

V. Describe the segmentation of the ovum and the mode of formation of the germinal layers in *Amphioxus*, the frog, and the fowl.

VI. Enumerate and briefly describe the exoskeletal structures of Vertebrates.

WEDNESDAY, 25TH JANUARY, 10 A.M. TO 1 P.M.

PRACTICAL ZOOLOGY.

I. Divide the portion of vertebral column supplied into two

pieces in the median vertical longitudinal plane. Draw one of the exposed faces and name, by means of reference lines, the various structures shown in your drawing.

II. In the Crustacean supplied remove :

1. the appendage of the right side of segment VII.;

[*N.B.*—The antennules are the appendages of segment I.]

2. all the appendages of the right side which are obviously modified for respiratory purposes.

III. Display the supra- and sub-œsophageal ganglia and the nerves to the chelicerae in the scorpion.

IV. Display the Gasserian ganglion in the Frog.

V. Make a preparation of muscular tissue from the cockroach. Mount it under the high power of your microscope, showing the preparation to the best advantage.

WEDNESDAY, 25TH JANUARY, 2 TO 5 P.M.

PRACTICAL ZOOLOGY.

Identification, etc., of specimens.

BRANCH IV.

MONDAY, 23RD JANUARY, 10 A.M. TO 1 P.M.

DEDUCTIVE LOGIC.

I. Logic has been described as a *regulative* science. Explain the significance of the epithet. How is *language* related to the subject-matter of Logic?

II. 1. Give the contrary and, where possible, the contradictory of the following propositions :—(*a*) Man never is, but always to be blest. (*b*) One truth is clear, whatever is, is right. (*c*) He was an Englishman, and either a lawyer or a physician. (*d*) Britain has often been at war, and has acquired foreign possessions.

2. Define contraposition. State the following propositions in logical form, and give the converse and the contrapositive of each :—(*a*) A wise son maketh a glad father. (*b*) He that increaseth knowledge increaseth sorrow. (*c*) Unto the pure all things are pure (*d*) There is no new thing under the sun.

III. State and briefly discuss Hamilton's theory of judgment.

IV. Define the place and importance in Logic of the principles known as the fundamental laws of thought.

V. 1. Enumerate the legitimate moods of the first figure, on the supposition that either the subject of the second premise, or the predicate of the first, may become the subject of the conclusion.

2. Represent a syllogism in Celarent by means of any of the recognised modes of notation.

3. Exhibit the following argument in the form of a Simple

Constructive Dilemma :—Nevertheless a man who is devoid of either gentleness or spirit cannot possibly make a good guardian. And as they seem to be incompatible, the result is, that a good guardian is an impossibility.

VI. 1. What relations of opposition subsist between the quantified forms, A, I, U, Y, on the assumption that 'some' means 'some at most'?

2. How does the Quantification of the Predicate affect (*a*) the doctrine of figure, (*b*) the doctrine of mood?

VII. The syllogism has been said to be a *petitio principii*. What is the ground of this objection, and how must the nature of syllogistic reasoning be conceived in order to avoid it?

VIII. Explain the meaning of the term 'necessary' as applied to propositions, and determine whether 'necessity' can be recognised as a test of truth.

IX. State the following arguments in complete syllogistic form :—

1. As long as it is allowed that reason has no influence on our passions and actions, 'tis in vain to pretend that morality is discovered only by a deduction of reason.

2. Yet still they (real things) are *ideas*, and certainly no idea can exist otherwise than in a mind perceiving it.

3. A virtuous motive is requisite to render an action virtuous. An action must be virtuous, before we can have a regard to its virtue. Some virtuous motive, therefore, must be antecedent to that regard.

MONDAY, 23RD JANUARY, 2 TO 5 P.M.

INDUCTIVE LOGIC AND DEFINITION.

I. Distinguish between Induction and Deduction, and support or controvert the view of Jevons that "in inductive as in deductive reasoning the conclusion never passes beyond the premises."

II. How does Mill prove the universality of the Law of Causation? Will the same method of proof apply when causation is viewed as conservation of energy?

III. Why is a single instance sufficient in some cases for a complete induction while in others myriads of concurring instances without a single exception, known or presumed, go a very little way towards establishing a universal proposition?

IV. State the canon of Mill's Joint Method. Mill calls it also "the Indirect Method of Difference." How does it differ from the direct method, and in what respect is it superior to the simple Method of Agreement?

V. Distinguish between casual and causal conjunctions of phenomena. What is the character of the evidence required for

deciding whether an observed conjunction is causal or casual? Exemplify your answer.

VI. Distinguish between Empirical Laws and Approximate Generalisations.

What precautions have to be observed in arguing from them to individual cases? Bring out also the nature of the evidence on which each rests.

VII. Mill says that the number of ultimate laws of nature cannot be less numerous than the number of the ultimate states of consciousness. Explain.

VIII. Discuss the question whether 'agreement with fact' is a sufficient test of a true hypothesis.

How does a true Hypothesis differ from an Induction?

IX. 1. Explain what is meant by Deductive Definitions; and state why they are so called.

2. Define classification. Why is it regarded by Mill as an operation subsidiary to Induction?

3 Distinguish between (*a*) artificial and natural classification, (*b*) classification by Type and classification by Definition.

X. Give a classification of Inductive fallacies.

TUESDAY, 24TH JANUARY, 10 A.M. TO 1 P.M.

PHYSIOLOGY AND PSYCHOLOGY.

I. What is the basis of the distinction of nerves into spinal nerves and cranial nerves?

Classify the cranial nerves according as they are

1. purely motor,
2. purely sensory,
3. both motor and sensory.

Do the spinal nerves admit of a similar classification? Discuss the question.

Which of the pairs of cranial nerves are nerves of special sensation?

II. What is the psychological import of the distinction drawn between acuteness and massiveness or volume of feelings? If the distinction has a physiological basis, describe it.

Viewing feelings as motives to the Will, how is their volitional efficacy affected according as they are massive or acute?

III. How have we come to determine

1. the distance and the direction of a sound,
2. the unity of a visible object, notwithstanding that we have two somewhat dissimilar retinal images,
3. the top and bottom of a visible object, notwithstanding that the retinal image is inverted.
4. the roughness of a surface when merely perceived by the eye.

IV. How do Habits arise? When it is said that a habit is "confirmed," what does the statement imply from the point of view of physiology, or psychology, or both?

By what means are habits got rid of? If it be true, as Butler says, that while active habits are formed and strengthened by repeated acts, passive impressions grow weaker by being repeated upon us, how do you explain the difference?

What relation does the evolutionist seek to establish between instinct and habit?

V. Distinguish Imagination from Memory, and both from Conception. In what way does Imagination contribute to scientific discovery? Trace the connexion between the scientific use and abuse of Imagination and the use and abuse of Hypothesis.

VI. Describe the operations called Abstraction and Generalization. What answer would you give to the question whether abstraction precedes generalization or generalization precedes abstraction?

What is the nature of the abstract idea and how does it differ from other kinds of ideas? Give a very brief historical sketch of the controversy that has been waged concerning the abstract idea, and indicate, with reasons, your own opinion.

VII. Analyse Prudence and Sympathy. Which of them is the first to appear?

To what law of mind does the working of Sympathy seem to be opposed, and how do you get over the difficulty? Are there any signs of Sympathy among the lower animals?

What means would you adopt in order to make men more prudent and more sympathetic?

VIII. What is the origin and psychological character of Belief. What is meant when it is said that readiness to act is the test of belief? Supposing readiness to act were admitted to be the test, could this be adduced as evidence that belief has its primitive roots in the active side of our nature?

How is Belief related to Knowledge? Is Mill justified when he says of Hamilton that what he rejects as knowledge he brings back under the name of belief?

IX. Is the law of the conservation of energy applicable to the sequences (1) nerve change—mental change, (2) mental change—nerve change? Discuss the question.

How would the cosmological doctrines of Idealism and Materialism be affected by (1) an affirmative, (2) a negative answer to the question?

TUESDAY, 24TH JANUARY, 2 TO 5 P.M.

PSYCHOLOGY AND GENERAL PHILOSOPHY.

I. What arguments have been advanced in support of the theory that the mind is always active? Does the theory satis-

factorily account for the facts it professes to explain? Compare it with other theories which have been put forward to account for these facts.

II. When I say, "I see a man half a mile away," to what extent is my statement the expression of immediate perception, to what extent of inference from perception? Is there any difference in our perception of outward distance and of lateral distance?

III. What distinction has been drawn between the primary and secondary qualities of matter? To what extent is this distinction valid?

IV. Of what are we directly conscious in the act of perception? How would this question be answered by (1) a natural realist, (2) a phenomenalist?

V. How does Hamilton's doctrine of the conditioned affect his theory of the nature of the absolute? What attempts does he make to retain the absolute within the sphere of the knowable? How have these attempts been treated by subsequent writers?

VI. How does Empedocles attempt to reconcile the doctrine of the Eleatics with the doctrine of Heraclitus?

VII. Give a brief sketch of the atomist theory of the origin of the universe. What did the atomists teach regarding the nature of the soul, and how did they explain the connection between soul and body?

VIII. Compare the theories of Empedocles, Democritus and Anaxagoras with regard to the nature of the primitive substances from which the universe has been evolved.

IX. Give a short account of Anaxagoras' doctrine of "Nous." To what extent does Anaxagoras take a teleological view of the universe?

X. How does Plato account for the existence of certain apparently innate ideas? To what extent has his theory been followed in modern times, and with what modifications?

WEDNESDAY, 25TH JANUARY, 10 A.M. TO 1 P.M.

THEORY OF ETHICS.

I Discuss the question whether Ethics is a Science or an Art.

Classify ethical systems according to the different views held by moralists regarding the Ethical 'Standard'.

II. In the history of English ethical systems, the philosophical form of Intuitionism appeared before the dogmatic form. Account for this.

III. What is meant by the 'Legal', 'Social' and 'Internal' sanctions of morality?

Describe the psychological nature and the origin of the Social and Internal sanctions.

Compare the relative positions assigned to the sanctions named above in the systems of Experientialists and Intuitionists.

IV. Distinguish between the Intellectual and Moral Sense theories of Ethics and show how they differ in their opposition to Hedonism.

V. Discuss the question whether it is competent for the utilitarian moralist to recognise qualitative differences among pleasures.

VI. Distinguish between the Empirical and the Evolutional forms of utilitarianism, pointing out how they differ in their explanation of the moral faculty.

Comment on the following passage:

"The doctrine of evolution itself when added to empirical morality, only widens our view of the old landscape—does not enable us to pass from 'is' to 'ought' or from efficient to final cause, any more than the telescope can point beyond the sphere of spatial quantity."

VII. Explain why Intuitionists and Experientialists have taken opposite sides on the question of the Freedom of the Will.

State and support your own view.

VIII. How would the Intuitionists and the Experientialists respectively explain the relative spheres of Duty and Virtue?

IX. What different views have been held by Intuitional moralists on the question of the relation of Ethics to Religion?

How is the relation conceived by the Experientialists?

WEDNESDAY, 25TH JANUARY, 2 TO 5 P.M.

HISTORY OF ETHICS.

I. What is the characteristic of Pre-Socratic Greek Philosophy that serves to explain the absence in it of any systematic ethical speculation? Anticipations of the later systems of Stoicism and Epicureanism have been found in the ethical teaching of Heraclitus and Democritus respectively. Wherein does the similarity consist?

II. What is the importance of the Sophists in the history of Greek ethical speculation? Describe the nature of the influence which they exercised on the practical life of their age.

III. In what sense may Socrates be described as the founder of moral philosophy? Bring out in this connection the significance of his formula, Virtue is Knowledge.

IV. The Cynics and the Cyrenaics are described as imperfect Socratics. What is there characteristically Socratic in their teaching? How did it happen that the Socratic doctrine gave rise to two theories so diametrically opposed to each other?

V. What is the conclusion arrived at at the end of the First Book of the *Republic* regarding Justice? Give the principal steps of the argument in the First Book.

What new turn does Glaucon give to the discussion at the opening of the Second Book?

How, according to Plato, is justice related (*a*) to the other cardinal virtues, (*b*) to the happiness (1) of the individual and (2) of the state?

VI. Describe the various forms of government treated of in the *Republic*. To what extent, if at all, can philosophers take a share in public affairs under the several forms of government? Would the philosopher ever be justified in renouncing public life altogether? What are the political functions of the other classes in the state?

VII. Discuss in its main outlines the psychology of human nature sketched by Plato in the *Republic* and compare it with modern views.

VIII. Describe briefly Plato's system of education.

Looked at from the point of view of Greek life at the time of Plato, was his system equally well adapted to develop and foster a high type of individual character and a healthy and progressive condition of society?

Plato laid great stress on music and gymnastics in the training of the young. Why?

What parts of Plato's educational system do you consider of permanent value and therefore applicable to modern times?

IX. Criticize Plato's views as to the equality or inequality of the sexes,

1. In respect of bodily and mental faculties and capacities.
2. In respect of social and political rights and duties.

What were his views regarding the question of the co-education of the sexes? Admitting that his proposals on this question would be repugnant to prevailing sentiment, how did he think this difficulty would be overcome?

BRANCH V.

MONDAY, 23RD JANUARY, 10 A.M. TO 1 P.M.

ETHNOLOGY AND COMPARATIVE PHILOLOGY.

I. How do indistinct articulation, analogy, and etymology influence the change of words? Give some illustrations of each of these principles.

II. Is it possible to derive the English word "tooth" from the German "zahn"? Give reasons for your opinion.

III. Peile says that all parts of speech are but the modification of two, the noun and the verb. Explain this and give in short the history of the eight parts of speech.

IV. 1. Why is the knowledge of more than two languages an indispensable preliminary to the formation of a grammar of either?

2. What do you consider a reliable criterion that two languages are related? Give reasons.

V. How do you explain that the Latin "schola" became in France "école", and the English "school" in Dravidian languages "yschool"? Give other examples of this kind.

VI. Explain clearly how racial types are distinguished by the measurement of the body and its parts.

VII. Describe the distinctive features of the aboriginal Australians, the Mongoloids, the Andamanese, the Lapps, and the Jews.

VIII. Compare the system of Chinese writing with that of the hieroglyphic inscriptions of Egypt.

IX. What are the distinctive characteristics of the stone, bronze and iron ages? Does the succession of these ages indicate a corresponding advance of civilization? If so, why?

X. "Communities, however ancient and rude, always have their rules of right and wrong, but these rules are not fixed alike for all men at all times".—Illustrate this statement with reference to treatment of the aged, sacredness of human life, vengeance, war and property.

MONDAY, 23RD JANUARY, 2 TO 5 P.M.

ANCIENT AND ENGLISH INSTITUTIONS.

I. What influence had the establishment of the Empire on the development of Roman Law?

II. How is the Roman theory of natural law related to:

1. The statement in the American Declaration of Independence that "all men are born free."

2. Modern International Law?

III. Maine asserts that what has hitherto stood in the place of a science of jurisprudence has been for the most part a set of guesses. What criticisms does he make in this connection on earlier writers and what does he lay down as the proper method of historical enquiry?

IV. What assistance do we derive from ancient Law in tracing the supersession of custom by competition?

V. 1. What light does Irish Law throw on the origin of feudalism?

2. What has Maine to say regarding the development of feudalism in India?

VI. Estimate the importance of the system of Inquest in the growth of the English constitution.

VII. Stubbs states that the idea of Constitutional Government, defined by the measures of Edward I., and summed up in the legal meaning of the word *Parliament*, implies four principles. Enumerate these and briefly trace their origin and growth.

VIII. How far are we justified in considering the Tudor Period as a time of constitutional retrogression?

IX. Explain how the maintenance of a standing army in England has been found compatible with Government by the House of Commons.

TUESDAY, 24TH JANUARY, 10 A.M. TO 1 P.M.

HISTORY OF THE MIDDLE AGES.

I. Give a brief account of the rise of the Frankish Monarchy, until the extinction of the kingdom of Lombardy.

II. 1. Describe the conquest of Spain by the Saracens.

2. How did the Caliphate of Cordova become dissevered from the Saracenic Empire in the East?

III. 1. "The Holy Roman Empire is the creation of Otto the Great." In what sense is this statement correct?

2. Draw a map showing the extent of Otto's Empire.

IV. Describe the position and functions of the Emperor and the Pope respectively in the mediæval Holy Roman Empire; showing how the spiritual and the temporal powers were enabled to correspond and harmonize.

V. 1. What is meant by 'the feudal investitures'?

2. How did their condemnation by Gregory VII. assist in changing the independence of the Popes into supremacy?

3. How was the struggle settled by the Concordat of Worms?

VI. 1. What were the classes of territories over which the Hohenstaufens claimed jurisdiction? Give examples of each.

2. Enumerate the four coronations and state the import of each.

VII. Narrate summarily the leading events in the establishment, existence, and fate of the kingdom of Jerusalem.

1. Describe the events leading to the reunion of the Eastern and Western Churches in 1438.

2. Who were mainly instrumental in bringing about the subsequent revival of Greek learning in Europe, and what was the share of each in the work?

VIII. 1. Trace the chief stages in the growth of the Teutonic principle of election from the primitive choice of the war-chief to the Electoral College of the Roman Empire.

2. How was the College constituted by the golden Bull of Charles IV., and whence did each elector derive his right to vote?

TUESDAY, 24TH JANUARY, 2 TO 5 P.M.

MODERN HISTORY AND HISTORY OF GREAT BRITAIN.

(Not more than four questions in each of the first two parts are to be attempted.)

PART I.

I. Sketch the history of England's foreign policy from 1603 to 1629 and very briefly indicate how the events you mention affected the relations between the King and the parliament.

II. Give a brief account of each of Cromwell's attempts to establish parliamentary Government, and describe as accurately as you can his administrative system.

III. What differences were there between (1) the *legal* and (2) the *political* relations of king and parliament (*a*) under James I. and Charles II., (*b*) under Charles II. and Anne?

IV. What considerations probably induced William of Orange to take the risk of his English expedition?

V. What was meant by the "influence" of the crown in the 18th century? What means were taken at different times to put an end to it and how far were they successful?

VI. What events led to the passing of the Act for the union of Great Britain and Ireland? How did it affect political parties in England?

VII. Show how the industrial development of England in the last century has affected the politics of this.

PART II.

VIII. Write brief biographical notes on—*Saxe, Daun, Emperor Charles* VII., *Carteret Belleisle.*

IX. Assuming that both Walpole and the elder Pitt had the welfare of England at heart, why did the former seek to avoid war so much more than the latter?

X. What were the terms of the treaties of Breslau and Berlin, Frankfort, and Teschen, and what circumstances gave each of them its importance?

XI. Show that the foundations of England's Indian and Colonial Empire were laid during the seven years war.

XII. Estimate the wisdom of the policy of Kaunitz from 1753 to 1756.

XIII. Briefly narrate the events which led to the first partition of Poland and say what territories each of the Powers concerned obtained by that partition.

XIV. Describe the political and social institutions of Hungary in the 18th century, and indicate generally the influence exerted by that country on the course of events during the reign of Maria Theresa.

PART III.

XV. Describe the military operations, in Germany, of the year 1757, and illustrate your answer by a map.

WEDNESDAY, 25TH JANUARY, 10 A.M. TO 1 P.M.

ESSAY.

Write an essay on *one* of the following subjects :

I. A comparison of the Indian village system from your own observation with Maine's views regarding it.

II. The rise of Prussia to hegemony in Europe.

III. The historic importance of the desire for property in land.

IV. The Papacy as a territorial power.

WEDNESDAY, 25TH JANUARY, 2 TO 5 P.M.

POLITICAL ECONOMY.

I. Discuss the statements :

1. "A man's opportunity of travelling, the good will of his business, even his business ability, must be counted as part of his wealth."

2. "To facilitate Production it is necessary to encourage Consumption."

II. 1. Show clearly what is meant by saying that wealth is distributed between Rent, Wages and Profits.

2. What economic criticisms have been urged against the institution of Private Property ?

III. Examine the effects of an increase in the population of a country upon its wealth and upon the wages of its labourers.

IV. Criticise the statement that Value depends on cost of Production.

Point out how the price is fixed in the case of :

1. The manuscript of one of Scott's novels.

2. A chemical drug.

V. Illustrate, by historic instances if possible, the advantages and disadvantages of the issue of inconvertible paper-money and of the depreciation of the coinage.

What are the conditions that give its value to a rupee ?

VI. Compare from the cultivator's point of view Tenure by Competition Rent, the Metayer system, and Peasant Proprietorship.

VII. 1. How far do the following satisfy the canons of taxation ?

A Poll-tax, a Profession-rate as levied in the Madras Municipalities, a tax on vehicles.

2. How does the incidence of a land-tax vary with the different tenures with which you are acquainted ?

VIII. Explain briefly the following terms : *Conacre, Cost of Labour, Bimetallism, Equation of International Trade, Bill of Exchange, Workhouse Test.*

M.A. DEGREE EXAMINATION, 1893.

BRANCH I.

MONDAY, 16TH JANUARY, 10 A.M. TO 1 P.M.

ALGEBRA AND TRIGONOMETRY.

I. Prove the identity

$$4(bc+ca+ab)^3-(a^3+b^3+c^3-3abc)^2\equiv(\Sigma a^2+\Sigma ab)^2(2\Sigma ab-\Sigma a^2)$$

and solve the equation $(x^3-3qx+p^3-3p)^2=4(px+q)^3$.

II. Find the greatest co-efficient in the expansion of $(a_1+a_2+\ldots\ldots+a_r)^n$, n being a positive integer.

Prove that $\Sigma\dfrac{1^r\,.\,2^s\,.\,3^t\ldots\ldots n^k}{\lfloor r\,\lfloor s\,\lfloor t\ldots\ldots\lfloor k}=\dfrac{1}{\lfloor p}\left\{\dfrac{n(n+1)}{2}\right\}^p$,

where $r+s+t+\ldots\ldots+k=p$

III. Expand $x/(e^x-1)$ in ascending powers of x and find the first *five* terms.

Apply the identity

$$e^x+e^{2x}+\ldots\ldots+e^{nx}\equiv(e^{n+1x}-e^x)/(e^x-1)$$

to find the sum of the series $1^6+2^6+3^6+\ldots\ldots+n^6$.

IV. The equation $x^2-cy^2=1$, where c is positive and not a perfect square, always admits of an infinite number of solutions. Find a number N, greater than 100, which will make 4 N+5 and 5 N+4 perfect squares.

V. Prove that, if an equation have four consecutive co-efficients in arithmetical progression, its roots cannot all be real.

Find the commensurable and multiple roots of the equation $x^5-x^4-12x^3+8x^2+28x+12=0$.

VI. Prove the formula

$$\operatorname{cosec} x=\frac{1}{x}+\frac{1}{\pi-x}-\frac{1}{\pi+x}-\frac{1}{2\pi-x}+\frac{1}{2\pi+x}+\ldots\ldots\ldots$$

and shew that $\dfrac{1}{1^4}-\dfrac{1}{2^4}+\dfrac{1}{3^4}-\dfrac{1}{4^4}+\ldots\ldots\ldots\ldots=\dfrac{7\pi^4}{720}$

VII. If $(1+x)^n=\rho_0+\rho_1x+\rho_2x^2+\ldots\ldots\ldots\ldots$ where n is a positive even integer, shew that

(1) $\rho_0+\rho_3+\rho_6+\ldots\ldots\ldots\ldots=\dfrac{1}{3}\left\{2^n+2\cos\dfrac{n\pi}{3}\right\}$.

(2) $\rho_0-\rho_1\sec\theta\cos\theta+\rho_2\sec^2\theta\cos2\theta-\ldots\ldots\ldots\ldots$

$$=(-1)^{\frac{n}{2}}\tan^n\theta.$$

VIII. Determine the centre and radius of the *nine-point* circle of a triangle.

If t_1, t_2, t_3, be the lengths of the tangents drawn from the centres of the escribed circles of a triangle to the nine-point circle, prove that $t_1^2/r_1+t_2^2/r_2+t_3^2/r_3=r+7R$.

IX. In a spherical triangle ABC, $\cot a \sin b - \sin C \cot A = \cos b \cos C$ and $\tan^{-1}(\cot C \sec b) + \tan^{-1}(\cot B \sec c) = A$.

X. If 2 E denote the spherical excess of a triangle, express (1) cot E in terms of two sides and the included angle, (2) sin E in terms of the circum-radii of the triangle and its colunars.

MONDAY, 16TH JANUARY, 2 TO 5 P.M.

CO-ORDINATE GEOMETRY.

I. The condition that one of the straight lines $ax^3+3bx^2y+3cxy^2+dy^3=0$ shall bisect the angle between the other two is

$$a(b+d)^3-d(c+a)^3=3(a+c)(b+d)(b^2+bd-ac-c^2).$$

II. Shew that the anharmonic ratios of the pencil formed by connecting four points on a conic with a fifth are the same as those of the range of intersections of the tangents at the four points with that at the fifth.

The chords AA′ BB′ . . . . . of a conic are concurrent; shew that the pairs of points AA′ BB′ . . . . . are in involution.

III. Upon the line joining the foci of a system of confocal conics as diameter, a circle is described. Shew that the envelope of the polars of a given point on the circle with respect to the system is a parabola, and that the locus of its focus for all positions of the point on the circle is the circle itself.

IV. Find the equation to the tangent to the conic $LM=R^2$ at the point

$$\frac{L}{\mu^2}=\frac{M}{1}=\frac{R}{\mu}.$$

V. The circle of curvature of $\frac{x^2}{a^2}-\frac{y^2}{b^2}=1$ at P meets the curve at Q. If $a \sec \theta$, $b \tan \theta$ and $a \sec \phi$, $b \tan \phi$ are co-ordinates of P and Q, find the relation between θ and ϕ.

Find the locus of the pole of PQ with respect to the hyperbola.

VI. Find the equation of the radical axes of the inscribed and nine points circle of the triangle of reference.

Show that the two conics $\beta\gamma+\gamma\alpha+\alpha\beta=0$

and $\sin\frac{A}{2}\sqrt{\alpha}+\sin\frac{B}{2}\sqrt{\beta}+\sin\frac{C}{2}\sqrt{\gamma}=0$ are confocal.

VII. The polar reciprocal with respect to a parabola of the circle of curvature at the vertex is a rectangular hyperbola of which the circle is the circle of curvature at a vertex.

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If a system of conics have a self conjugate triangle, any straight line though a vertex, is cut by the system, in involution.

The locus of the poles of a given straight line with respect to a confocal system, is a perpendicular line. Generalize this by projection.

VIII. Find the equation of a plane in terms of the direction cosines and the length of the perpendicular from the origin or the plane.

Find the condition that two straight lines whose equations are given shall intersect.

IX. Under what condition will the plane $\lambda x + \mu y + \gamma z + 1 = 0$ touch the quadric $F(x, y, z) = 0$.

X. What conditions must be satisfied that the plane $lx + my + nz = p$, may cut the cone $ax^2 + by^2 + cz^2 + 2fyz + 2gzx + 2hxy = 0$ in a circular section.

Find the equation of the tangent cone to the paraboloid $\frac{x^2}{a^2} + \frac{y^2}{b^2} = \frac{2z}{c}$ from any given point.

XI. The locus of intersection of three orthogonal tangent planes to an ellipsoid is a sphere.

The normal at a point P of the ellipsoid meets the sphere in Q, R. ρ_1, ρ_2. are the principal radii of curvature; show that

$$\frac{1}{PQ} + \frac{1}{PR} = \frac{2}{\rho_1 + \rho_2}$$

XII. Show that the equation

$$x^2 + y^2 + 2yz + 2x + 2y + 2z = 0$$

represents a one sheeted hyperboloid, and find the positions and magnitudes of its axes.

TUESDAY, 17TH JANUARY, 10 A.M. TO 1 P.M.

NEWTON AND DIFFERENTIAL CALCULUS.

I. Prove that the velocity at any point of a central orbit at which the curvature is finite, is that which would be acquired by a body moving from rest under the action of the central force at that point continued constant, after passing through a space equal to a quarter of the chord of curvature at that point drawn in the direction of the centre of force.

Orbits, having a common point, are described about the same centre of force. And the square of the velocity at the common point varies as the sine of the angle between the radius vector and the tangent. Find the locus of the centres of curvature of the orbits at this point.

II. 1. If a body is revolving in an ellipse, find the law of force tending to a focus of the ellipse.

2. Find the time from an apse to any point of an elliptic orbit described under the action of a force tending to the focus.

3. A body moves in an ellipse about a focus, and is at the extremity of the minor axis when its velocity is doubled. Find the new orbit, and show that the body will come to an apse after describing a right angle, if the ratio of the axis of the given ellipse be 2 : 1.

III. Prove that if $y = x^n (\log x)^3$, $x^3 \dfrac{d^{n+3}y}{dx^{n+3}} + 3x^2 \dfrac{d^{n+2}y}{dx^{n+2}}$

$$+ x \frac{d^{n+1}y}{dx^{n+1}} = 6 \lfloor n.$$

IV. If $x + y = e^{\theta + \phi}$, $x - y = e^{\theta - \phi}$, show that

$$\frac{d^2u}{dx^2} - \frac{d^2u}{dy^2} = e^{-2\theta} \left(\frac{d^2u}{d\theta^2} - \frac{d^2u}{d\phi^2} \right).$$

V. Prove with the usual notation the following properties of curves.

1. Polar equation of the tangent

$$u = U \cos(\theta - \alpha) + U' \sin(\theta - \alpha).$$

2. Pedal with regard to the pole of any curve whose polar equation is given $\dfrac{1}{r'^2} = \dfrac{1}{r^2} + \dfrac{1}{r^4} \left(\dfrac{dr}{d\theta} \right)^2$.

VI. Find the asymptotes of the curve

$$(x + y)^2 (x + 2y + 2) = x + 9y - 2.$$

VII. 1. State and prove the rule for determining the existence of double points on a curve.

2. Examine the nature of the double point on the curve

$$x^3 + 2x^2 + 2xy - y^2 + 5x - 2y = 0.$$

VIII. Trace the following curves

1. $x(x + y)^2 = a(x - y)^2$

2. $r = \dfrac{a}{1 - 2 \sin\theta}$.

IX. 1. Prove that the pedal equation of the envelope of the line $x \cos 2\theta + y \sin 2\theta = 2a \cos\theta$ is $p^2 = \frac{1}{3}(r^2 - a^2)$.

2. A parabola is described touching a given circle and having the focus at a given point on the circle. Prove that the envelope of its directrix is a cardioid.

TUESDAY, 17TH JANUARY, 2 TO 5 P.M.

INTEGRAL CALCULUS AND DIFFERENTIAL EQUATIONS.

I. Find the integrals of $\dfrac{dx}{\sqrt{(x - \alpha)(x - \beta)}}$,

$$\frac{dx}{\sqrt{(\alpha-x)(x-\beta)}},\quad \frac{dx}{\{(x-\alpha)(x-\beta)\}^{\frac{3}{2}}},\quad \frac{x^5dx}{(1-x^2)^2}.$$

II. Show that the arc of the curve $(2x+a)^3=27a(x^2+y^2)$ measured from the point $y=0$, $8x=-a$ is equal to $\frac{4x+5a}{12}\cdot$

$$\left\{\frac{8x+a}{3a}\right\}^{\frac{1}{2}}.$$

III. 1. Show that the whole area of the curve $(a^2+x^2)\,y^2-4a^3y+x^4=8a^4$ is $5\pi a^2$.

2. A cycloid revolves round its axis. Find the whole surface generated.

IV. 1. Show that the volume of a solid is expressed by the integral $\iint z\,dx\,dy$.

2. Find the volume enclosed by the surfaces defined by the equation $x^2+y^2=cz$, $x^2+y^2=ax$, $z=0$.

V. Find the differential co-efficient of $\int_a^b \phi(x)dx$ with respect to c, supposing a and b to be independent of c.

VI. If $z+y+z=u$, $x+y=uv$, $y=uvw$, prove that

$$\int_0^\infty\int_0^\infty\int_0^\infty \sqrt{\ }\,dx\,dy\,dz=\int_0^\infty\int_0^1\int_0^1 \sqrt{\ }u^2v\,du\,dv\,dw.$$

VII. Find the value of $\int_0^\infty e^{-\left(x+\frac{a^2}{x^2}\right)}$.

$$\int_0^\pi \frac{x\,\mathrm{Sin}\,x\,dx}{1-2a\,\mathrm{Cos}\,x+a^2},\quad \int_0^\infty \frac{dx}{1+x^2}\log\left(x+\frac{1}{x}\right).$$

VIII. Show how an equation of the form $y=xf(p)+\phi(p)$ may be solved, and solve $y\,(1+p^2)^{\frac{1}{2}}=n(x+yp)$.

IX. Find the primitive and the singular solution of $p^2=(4y+1)(p-y)$.

X. Solve the equations

1. $(1+x)^3\frac{d^3y}{dx^3}+(1+x)^2\frac{d^2y}{dx^2}+3(1+x)\frac{dy}{dx}-8y=0.$
2. $(D^2-4D+3)y=2e^{3x}.$
3. $\frac{d^2y}{dx^2}+\frac{dy}{dx}+y=\mathrm{Sin}\,2x.$

XI. Find the condition that the equations F_1

$$\left(x,\,y,\,z,\,\frac{dz}{dx},\frac{dz}{dy}\right)=0,\ F_2$$

$\left(x, y, z, \frac{dz}{dx}, \frac{dz}{dy}\right)=0$ may admit of a common primitive.

WEDNESDAY, 18TH JANUARY, 10 A.M. TO 1 P.M.

ADDITIONAL PAPER ON PURE MATHEMATICS.

I. Find the form of a function u_n when $u_{n+1}+2u_{n-1}=3u_n$.

Find the continued function $2+\frac{3}{4}+\frac{3}{4}+\frac{3}{4}+\frac{3}{4}+\ldots\ldots\ldots\ldots$ to n quotients.

If p, q be comprime positive integers $(p>q)$ such that $\frac{q^2+1}{p}$ is an integer, prove that $\frac{p}{q}$ can be written in the form

$$a_1+\frac{1}{a_2+}\cdot\ldots\frac{1}{+a_m+}\frac{1}{a_m+}\ldots\frac{1}{+a_2+}\frac{1}{a_1}.$$

II. Prove the inequality $(1-a)(1-b)(1-c)\ldots>1-(a+b+c+\ldots)$ where a, b, c,...are real positive quantities. Deduce a criterion for the convergence of infinite products.

Prove that $\prod_{n=1}^{n=\infty}\left[\left(1+\frac{x}{u}\right)e^{-\frac{x}{n}}\right]$ is an absolutely convergent product: and that $\prod_{n=1}^{n=\infty}\left(1+\frac{x^3}{n^6}\right)=x^{-\frac{3}{2}}\sinh\ (\pi\sqrt{x})$ $[\cosh(\pi\sqrt{x})-\cos(\pi\sqrt{3x})]/2\pi^3$.

III. Show that $V=ax^3+3bx^2y+3cxy^2+dy^3$ can be written in the form $(px+qy)^3+(rx+sy)^3$ where $\lambda(px+qy)(rx+sy)$

$$=\frac{d^2V}{dx^2}\frac{d^2V}{dy^2}-\left(\frac{dxV}{dx\,dy}\right)^2.$$

Solve the equation $v^3-3x-5=0$.

IV. Show that the operations $x^s\left(\frac{d}{dx}\right)^s$ and $\left(\frac{d}{dx}\right)^r x^r$ are commutative, and deduce $\left(\frac{d}{dx}x\frac{d}{dx}\right)^n=\left(\frac{d}{dx}\right)^n x^n\left(\frac{d}{dx}\right)^n$ and $\left(x\frac{d}{dx}x\right)^n=x^n\left(\frac{d}{dx}\right)^n x^n$ where r, s, n are positive integers.

V. Define the B and Γ functions, and show that

$$B(l, m)=\Gamma(l)\,\Gamma(m)/\Gamma(l+m)$$
$$\Gamma(m)\,\Gamma(1-m)=\pi/\sin m\pi.$$

VI. State and prove Pascal's hexagram theorem for a conic. What does it become when the conic reduces to two straight lines?

Show that to a given hexagram (system of six points) belong 60 Pascal lines, which pass in sets of 4 through a system of points.

Prove that the lines joining alternate points of the hexagram form a Brianchon hexagon, and hence that the Pascal lines meet also in sets of 3 in another system of points.

VII. Find the equation to conics inscribed in the quadrilateral whose sides are $(l\alpha \pm m\beta \pm n\gamma)=0$.

Show that confocal conics may be regarded as being inscribed in the same quadrilateral.

Tangents TP, TQ are drawn at right angles to one another, one to each of two confocal conics. Find the locus of T and the envelope of PQ and generalise the problem so as to refer to any two conics, stating what condition in the general problem corresponds to the perpendicularity of the tangents in the original one, and what are the corresponding locus of T and envelope of PQ.

VIII. Find the equation of the enveloping cone drawn from any point to an ellipsoid; and show that the enveloping cones from any two points intersect in plane curves.

P is a fixed point in a fixed plane, and Q is a variable point on the curve of intersection of this plane with a fixed ellipsoid similar and similarly situated and coaxal with a given ellipsoid S. Prove that the locus of the poles with regard to S of the plane intersections of the enveloping cones to S from P and Q consists of two conics.

IX. Prove that the focal lines of a cone are perpendicular to the planes of circular section of the reciprocal cone.

The equations of the focal lines of the cone $ax^2+by^2+cz^2=0$ may be written in the form $\dfrac{by^2+cz^2}{bc(y^2+z^2)}=\dfrac{cz^2+ax^2}{ca(z^2+x^2)}=\dfrac{ax^2+by^2}{ab(x^2+y^2)}$.

WEDNESDAY, 18TH JANUARY, 2 TO 5 P.M.

PROBLEMS IN PURE MATHEMATICS.

I. If $\alpha, \beta, \gamma, \delta$ be the roots of $f(x)=0$, prove that $f'(\alpha)+f'(\beta)+f'(\gamma)+f'(\delta)$ may be expressed as a product of three factors

II. If two sides a, b and the included angle C of a plane triangle are given and a small error γ exist in C, the corresponding error in the circum-radius is $\dfrac{ab\gamma}{2c}$ Cot A Cot B.

III. Show that $n^n - {}_nC_1(n-2)^n + {}_nC_2(n-4)^n - \ldots = 2^n|n$.

IV. If, in a spherical triangle, p_1, p_2 denote the perpendiculars from the base angles on the bisector of the external vertical angle, and p_3, p_4 those on the bisector of the internal vertical angle, prove the relation $\text{Sin}\,p_1\,\text{Sin}\,p_2+\text{Sin}\,p_3\,\text{Sin}\,p_4=\text{Sin}\,a\,\text{Sin}\,b$.

V. A point P is taken on the diameter AB of a circle whose centre is C. On AP, BP as diameters circles are described. The

locus of the centre of a circle which touches these three circles is an ellipse, having C for one of its foci.

VI. If the axis of the parabola $\sqrt{ax} + \sqrt{by} = 1$ pass through a fixed point, the locus of the focus will be a rectangular hyperbola.

VII. A plane cuts the cone $ayz + bzx + cxy = 0$ in two straight lines at right angles to each other. Prove that the normal to the plane at the origin also lies on the cone.

VIII. Show that the circle of curvature at the origin for the curve $x + y = ax^2 + by^2 + cx^3$ is $(a + b)(x^2 + y^2) = 2x + 2y$.

IX. Prove that $\int_0^{\frac{\pi}{2}} \log \sin x \log \tan x \, dx = \frac{\pi^3}{16}$.

X. Show that the whole area between the curve $kr = a^2 \operatorname{Cos}^2\theta + b^2 \operatorname{Sin}^2\theta$ and its negative pedal with regard to the origin is

$$\frac{\pi(a^2 - b^2)^2}{2k^2}.$$

XI. Find the differential equation of a curve such that the foot of the perpendicular from a fixed point on the tangent lies on a fixed circle. Obtain also the general integral and singular solution.

THURSDAY, 19TH JANUARY, 10 A.M. TO 1 P.M.

DYNAMICS.

I. Find expressions for T and N, the tangential and normal accelerations of a point moving in a plane curve and show that the hodograph is $\log \frac{v}{a} = \int T d\theta / N$ where a is a constant.

A particle moves on the arc of a smooth hypocycloid under the action of a force to the centre varying as the distance; show that the motion is oscillatory and isochronous.

II. Prove that the line of quickest descent between two curves bisects the angle between the vertical and the normal to the curve at each of its extremities. Determine the position of the straight line of quickest descent between an ellipse placed with its major axis vertical and a concentric circle of diameter less than the minor axis of the ellipse.

III. Prove that the polar equation of the path of a particle moving freely under the action of a central force μu^n is $\frac{d^2u}{d\theta^2} + u = \frac{\mu}{h^2} u^{n-2}$, and that there cannot be more than two apsidal distances.

If $n=7$ and the velocity at any point is that acquired from an infinite distance under the action of the central force, the orbit described is the lemniscate.

IV. A heavy particle of mass m is projected vertically upwards and moves under a resistance $mgv^2\omega^{-2}$, where v is the velocity at any time. Determine the distance at any time from the highest point of its path in terms of the time measured to or from the moment when it is at this point. Discuss the results for the times $2\pi\omega g^{-1}$ before and after it reaches the highest point.

V. Prove the existence of Poinsot's central axis for a system of forces, and find its equation. Show that if the algebraical sums of the moments of a system of forces about (i) three (ii) four straight lines be zero, the central axis of the system (i) lies along one of the generators of a system of confocal hyperboloids (ii) intersects a fixed straight line at right angles.

VI. State the principle of virtual work and give examples of forces which do not appear in the equation of virtual work.

Twelve rods perfectly similar and uniform are jointed together in the form of an octahedron and being suspended from one of the angles are supported by a string fastened to the opposite angle, the string being elastic and such that the weight of all the rods together would stretch it to double its natural length, viz., that of one of the rods. Prove that in the position of equilibrium the rods will be inclined to the vertical at an angle $\cos^{-1}\frac{3}{4}$.

VII. Obtain formulæ for finding the centroid of the volume of any solid.

Find the centroid of the solid generated by a cardioid revolving round its axis.

VIII. An inextensible light string is stretched over a rough plane curve: find the tension at any point and the pressure in the limiting position of equilibrium.

A rope is wound twice round a rough post, and the extremities are acted on by forces P and Q. Prove that when the rope is on the point of slipping $\log P/Q = 4\pi\mu$.

THURSDAY, 19TH JANUARY, 2 TO 5 P.M.

DYNAMICS.

I. Prove that the potential of a uniform rod AB of mass M at a point P is

$$(M/AB) \log \{ (AP + BP + AB) / (AP + BP - AB) \}$$

and that the level surfaces are prolate spheroids having A, B for common foci.

Find the attraction of the rod at P and show that it is the same as that of a circular arc, of the same linear density as the rod, described with centre P so as to touch the rod and subtend an angle APB at P.

II. Prove that the attraction of a uniform spherical shell at a point within it is zero, and find the attraction of a homogenous solid sphere at any internal point.

If a straight smooth tunnel be made through the earth from

any point on its surface to any other point, and a smooth person be placed gently within the tunnel at one end, show that he will reach the other end in about 42¼ minutes, and that if the tunnel be 5,000 miles long, his greatest velocity will be about 11,000 miles an hour.

III. A circular wire of radius a rotates uniformly about a vertical chord, distant c from the centre. Find the acceleration of a ring on the wire.

If in the position of relative rest the radius to the ring make an angle α with the downward vertical, then the time of a small oscillation about that position is the same as that of a simple pendulum of length

$$a \cos \alpha \cdot \frac{c + a \sin \alpha}{c + a \sin^3 \alpha}.$$

IV. Define moments and products of inertia, and equimomental bodies. Show that if two material systems in a plane have the same mass and centre of gravity, and if their moments of inertia about any three axes, no two of which are parallel, in the plane, are equal each to each, the two systems are equimomental.

If the superficial density of a triangular lamina vary as the product of the distances from the sides, show that it is equimomental with the set of particles comprising $\frac{1}{21}$ M at each corner of the triangle, and $\frac{8}{7}$ M at the centre of gravity of these three, when M is the mass of the triangle.

V. Find equations to determine the motion of a rigid body in two dimensions under the action of given forces.

A heavy uniform rod is placed with one end on a smooth horizontal plane, and the other leaning against a smooth horizontal wall, the rod being in a vertical plane perpendicular to the wall, and then left to itself: find the motion. Show that the rod will ultimately leave the wall and find the distance from the wall of the upper end when it strikes the horizontal plane.

VI. An inclined plane of mass M is capable of moving freely on a smooth horizontal plane. A perfectly rough cylinder of mass m is placed, with its axis horizontal, on the inclined face, and rolls down under the action of gravity. If x' be the horizontal space advanced by the inclined plane, x the part of the plane rolled over by the cylinder, prove that

$$(M + m)\, x' = mx \cos\alpha$$

$$3\, x - 2\, x' \cos\alpha = gt^2 \sin\alpha$$

Show that any point on the axis describes a straight line

VII. A system is set in motion from rest by the application of an impulse J. Show that the whole kinetic energy acquired is ½ JV where V is the velocity, in the direction of the blow, of the point struck. Show also that the kinetic energy relative to the centre of inertia is ½ Jv where v is the like velocity relative to the centre of inertia.

VIII. A disc is moving in any way in its own plane, and any point in it is suddenly fixed. Show how to find the new motion.

A rod AB on a horizontal plane is turning about A which is fixed, with angular velocity ω. Suddenly A is let go and B fixed, then B is let go and A again fixed. Find the new angular velocity.

FRIDAY, 20TH JANUARY, 10 A.M. TO 1 P.M.

HYDROSTATICS, HYDRODYNAMICS, AND OPTICS.

I. Define the centre of pressure of a plane surface immersed in liquid, and show that the resultant pressure in a fixed horizontal direction of a liquid on a curved surface bounded by an edge reduces to a single force through a definite point.

A right cone on an elliptic base of semiaxes a and b is immersed in liquid so that the base is in the surface Show that the shortest distance between the lines of action of the resultant horizontal and vertical pressures on a quadrant of the surface cut off by vertical planes through the axes of the base is

$$\left(\frac{1}{\pi}-\frac{1}{4}\right)\frac{(a^2-b^2)}{\sqrt{a^2+b^2}}$$

II. Define the surface of buoyancy of a floating body and explain its utility in determining the stability of the equilibrium.

Show that if the body consist of the part of a sphere cut off by a plane, the surface of buoyancy is part of a sphere when the plane is wholly immersed as well as when the plane is entirely above the surface of the liquid.

III. State the experimental law concerning the pressure and density of a mixture of two gases.

Two vessels of volumes S and S′ are connected by a narrow neck which is closed, and contain gases at pressures and densities P, ρ, and P′, ρ', respectively, and at the same temperature. If a communication be opened between the two vessels, show that the densities of the two gases in the mixture are

$$\rho\frac{PS+P'S'}{P(S+S')} \text{ and } \rho'\frac{PS+P'S'}{P'(S+S')}$$

IV. A quantity of liquid, the density of which is a given function of the depth is contained in a vessel of given shape : if the liquid be transferred to another vessel, find the new law of density, each vessel being in the form of a surface of revolution with its axis vertical.

An ellipsoid is quite full of liquid of variable density : show that the law of density, stated as a function of the ratio of the depth at a point to the greatest depth, remains the same in whatever position the ellipsoid be placed.

V. A body floating in a liquid receives a very slight displacement. Show that its subsequent motion is compounded of two harmonic oscillations.

A uniform rod of length 1 and density ρ floats with one end fastened at depth h below the surface of a liquid of density σ. Show that if slightly disturbed the time of a small oscillation is

$$2\pi\left\{\frac{3g}{l}\left(\frac{l}{h}\sqrt{\frac{\rho}{\sigma}}-\frac{h}{l}\sqrt{\frac{\sigma}{\rho}}\right)\right\}^{-\frac{1}{2}}$$

VI. Obtain the equation of continuity in fluid motion, the axes being rectangular.

If the position of a point be determined by polar co-ordinates (r, θ), and u, v, be the radial and transverse velocities at the point (r, θ) of a fluid moving in two dimensions, show that the equation of continuity is

$$\frac{d(\rho r u)}{dr}+\frac{d(\rho v)}{d\theta}+r\frac{d\rho}{dt}=0.$$

VII. Define the centre, principal points, foci, and focal length, of a lens. What do these become in the case of a *thin* lens?

If the focal length be ϕ and the distances of a pair of conjugate points from the focal points be u, v, show that $uv=\phi^2$.

VIII. Define *equivalent* systems of lenses. Two thin lenses are on the same axis, separated by a distance a, their focal lengths being f, f'; show that the focal length of the equivalent single lens is F, where

$$\frac{1}{F}=\frac{1}{f}+\frac{1}{f'}-\frac{a}{ff'}.$$

IX. Explain the formation of focal lines when a small pencil of rays is reflected obliquely at a spherical surface. Find the position of these lines and of the circle of least confusion.

FRIDAY, 20TH JANUARY, 2 TO 5 P.M.

ASTRONOMY.

I. Given the latitude and the longitude of a star and the obliquity of the Ecliptic, show how to find the star's right ascension and declination.

Show that the parallactic angle of a star whose declination is δ and hour-angle h is given by the equations $\cot p=\cos(\delta+\theta)\cot h\operatorname{cosec}\theta$, $\cot\theta=\tan\phi\sec h$, where ϕ is the latitude of the place of observation.

II. Describe the equatorial, and state the adjustments which an equatorial requires.

Explain how the difference between the declinations of two stars may be found by means of an equatorial provided with a ring micrometer.

III. Show how to find the position of the ecliptic at a given instant. Prove that the ecliptic passes through the zenith of a place within the tropics twice every twenty-four hours.

IV. On a given day when the sun's declination at apparent noon is δ the times at which he has a given altitude are observed. If T be the mean of these, $2t$ the interval between the observations. $2\Delta\delta$ the increase in the sun's declination in the interval, ϕ the latitude of the place of observation, prove that the time of apparent noon is $T+\Delta T$, where $\Delta T = \frac{\Delta\delta}{5}(\tan\delta \cot t - \tan\phi \operatorname{cosec} t)$.

V. Explain the cause of precession, and its effect on the position of a heavenly body.

Prove that in the case of a star whose R. A. is a the annual precession in declination is $50''\cdot 2 \sin\omega \cos a$, where ω is the obliquity of the ecliptic.

VI. The altitudes of a circumpolar star at two instants when it is on the same vertical are a_1 and a_2, and the angular value of the elapsed time is θ. Prove that the latitude of the place of observation is given by the equation $\sin^2 l \sin^2\frac{\theta}{2}\cos^2\frac{\beta}{2} =$

$$\sin^2\frac{a_1+a_2}{2}\sin\frac{\theta+\beta}{2}\sin\frac{\theta-\beta}{2}, \text{ where } \beta = a_1 - a_2.$$

VII. Prove that if λ be the latitude of the moon at conjunction, i the inclination of her orbit to the ecliptic, r the ratio of the moon's motion in longitude to that of the sun, the least distance between the centres of the sun and the moon is given by the equation $\delta^2 = \frac{\lambda^2(r-1)^2}{(\ -1)r^2+r^2\tan^2 i}$; and that an eclipse of the sun will take place if $\delta \angle s+s'+\pi'-\pi$; where s, s' and π π' are the semi-diameters and parallaxes of the sun and the moon respectively.

VIII. Describe the apparent motion of an inferior planet during a synodic revolution. Assuming that the orbits of the earth and the planet are circular and coplanar, find the elongation of the planet when it appears brightest.

IX. What is the annual parallax of a star? Given the latitude, longitude, and annual parallax of a star, show how to find the parallax of the star in latitude and longitude at a given time.

Explain generally a method of finding the parallax of a star.

SATURDAY, 21ST JANUARY, 10 A.M. TO 1 P.M.

ADDITIONAL PAPER ON MIXED MATHEMATICS.

I. Taking the Earth to be a sphere whose circumference is forty million metres, and density 5·6754 times that of water, and the value of g in the C. G. S. system of units to be 981, show that the mass which, at the distance of one centimetre from an equal mass, attracts it with a force of one dyne is about 3928 grammes.

II. If F be the attraction of any material system at an element $d\sigma$ of a closed surface S, resolved inwards along the normal, prove

that $\int F d\sigma = 4\pi M$ where M is the matter contained within the surface.

Deduce Poisson's theorem, *viz.* :

$$\nabla^2 V = -4\pi\rho.$$

III. Explain clearly what is meant by the terms kinetic energy, potential energy, as applied to a material system, the different parts of which act upon one another in any way.

Find an expression for the kinetic energy of a body moving in two dimensions, the velocity of its centre of inertia being v and its angular velocity being ω.

The equal uniform rods AB, BC, freely jointed at B, have their middle points connected by an elastic string, and the whole is set in motion on a smooth table, there being no external forces but the pressure of the table: prove that during the motion

(i) $(k^2 + a\cos^2\theta)\,\dot{\phi} = \text{const.}$

(ii) $m\left\{(k^2 + a^2\cos.^2\theta)\dot{\phi}^2 + (k^2 + a^2\sin^2\theta)\dot{\theta}^2\right\} + V =$ const. where V is the potential energy of the stretched string, $2a$ the length of either rod and k its radius of gyration about its centre, ϕ the angle the string makes with a fixed line, and θ the angle between the string and either rod.

IV. A heavy particle moves on a surface of revolution whose axis is vertical; determine the motion.

If the surface be a sphere of radius a, and the particle be originally projected at right angles to the plane through the axis and the particle with vel $\sqrt{(2ga\,\text{Sec}\,a)}$ where a is the inclination to the vertical of the radius to the particle, prove that the particle will just reach the level of the centre

V. Define the principal co-ordinates of a dynamical system oscillating about a configuration of equilibrium; and work out the case given by $T = \frac{1}{2}(a\dot{x}^2 + 2h\dot{x}\dot{y} + b\dot{y}^2)$, $V = \frac{1}{2}(Ax^2 + 2Hxy + By^2)$.

VI. Find the motion set up in a chain, consequent on the application of an impulsive tension at one end.

If the chain be in the form of a circular arc less than a semicircle, and the linear density vary inversely as the square of the distance from the diameter parallel to the chord joining the ends of the chain, then the kinetic energy produced by the application of equal tangential impulses J at the ends is $2J^2\sin^2 a/M$ where $2a$ is the angle subtended by the arc at the centre, and M is the mass of the chain.

VII. Define the terms 'flow' and 'circulation' in reference to fluid motion.

If the motion be irrotational, show that, under certain restrictions, the circulation is zero round every closed curve in the fluid.

VIII. Investigate Euler's equations of motion of a body about a fixed point, and show how to solve them for the case when there are no external forces.

IX. Find the differential equation of the path of a ray through a medium of variable density, in one plane.

If the path of the ray be the catenary $y = c \cosh x/c$, show that the refractive index at any point is given by an equation of the form

$$\mu \tanh x/c = f(e^{y/c} \tanh x/2c)$$

SATURDAY, 21ST JANUARY, 2 TO 5 P.M.

PROBLEMS IN MIXED MATHEMATICS.

I. A string with two particles m_1, m_2 at its ends passes round a smooth fixed cylinder and the whole is on a smooth table. In the motion of the particles, show that as long as the string is tight,

$$T\left(\frac{1}{m_1} + \frac{1}{m_2}\right) = \xi\dot{\phi}^2 + \eta\dot{\psi}^2 = \frac{1}{\rho}\frac{d}{dt}(\xi^2\dot{\phi}) + \frac{1}{\sigma}\frac{d}{dt}(\eta^2\dot{\psi})$$

where ξ, η, are the lengths of the straight portions of the string, ϕ, ψ, the angles defining their directions, and ρ, σ, the radii of curvature of the cylinder at the points of contact.

II. A particle describes an hyperbola under a repulsive force from the centre. Show that if the force and velocity be each resolved into two components parallel to the asymptotes, either component of force varies as the corresponding component of velocity.

III. A uniform string rests on a rough catenary whose axis is vertical and vertex upwards. If the string is on the point of slipping, show that $y_1 = y_0 e^{\mu\theta}$, where y_0, y_1 are the distances from the directrix of the upper and lower ends respectively and θ is the angle between the normals at the ends.

IV.* A uniform circular ring of radius a, and mass M is free to turn about a diameter AB. It is attracted by an infinite uniform rod of mass μ per unit of length passing through A in a direction perpendicular to AB. Prove that the couple tending to turn the ring about AB is $= 2\mu M\ (\sec\theta - \tan\theta)$ where θ is the acute angle between the rod and the plane of the ring.

Show also that, if the ring be placed with its plane perpendicular to the rod and be slightly disturbed, it will reach the plane containing AB and the rod with angular velocity $2\sqrt{2\mu \log 2/a}$ after a time

$$\frac{a}{2\sqrt{u}}\int_0^{\frac{1}{4}\pi} (\log \sec\phi)^{-\frac{1}{2}} d\phi.$$

V. Two spheres of M, m grammes are placed at rest with their centres at a distance of a centimetres, and the sum of their radii

is b centimetres: prove that if set free they will be in contact after a time

$$3928\sqrt{\left\{\frac{a^3}{2(M+m)}\right\}}\left\{\cos^{-2}\sqrt{\left(\frac{b}{a}\right)}+\frac{\sqrt{\{b(a-b)\}}}{a}\right\}\text{ seconds.}$$

VI. Three rods of lengths $2a$, $2b$, $2a$, are freely jointed and placed in a straight line on a table. If the system be set in motion by a blow applied perpendicularly at one end, then the kinetic energy acquired is greater than it would be if the joints were stiff, in the ratio

$$(2a+b)(3a^2+7ab+3b^2) : a\,(3a^2+8ab+4b^2)$$

VII. A small plane area passing through a point P is illuminated by n bright points A_1 A_2. ..whose intensities are μ_1, μ_2, ... If the plane be placed so as to contain the normal at P to that member of the family of surfaces $\Sigma(\mu/r)=C$ which passes through P, then the illumination at P will be the same on both sides of the area. But if it be placed so as to be the tangent plane at P to the same surface, the difference of the illuminations on the two sides of the area will be a maximum: r_1, r_2... .. ..being the distances of a point from A_1, A_2, ... respectively, and Σ being taken with reference to all the bright points.

VIII. The time is found by observing the azimuth a of a known star S, and then solving the triangle ZSP for the hour angle h. If τ be the error in h due to a small error a in a, prove that

$$\tau\sin^2\delta=a\left\{u\cos^2\delta+\frac{1}{u}(1-\cos^2\lambda\sec^2\delta)+2\sin\lambda\right\}$$

where $u=\cos\lambda\tan\delta\cos h-\sin\lambda$, δ is the declination of the star, and λ the latitude.

IX. An ellipsoidal shell without weight is placed with its greatest axis vertical, resting on a horizontal plane, and is filled with liquid whose density varies as the distance from the summit. Show that the excess of the potential energy of the system over that in a stable position of equilibrium is $\frac{4}{5}(a-c)W$, where W is the weight of the liquid, and a, c are the greatest and least semiaxes of the ellipsoid.

BRANCH II.A.

MONDAY, 16TH JANUARY, 10 A.M. TO 1 P.M.

PHYSICS.

Introductory and Sound.

I. How would you test the adjustments of a delicate balance and determine the value of one division on the scale?

II. Give some account of the manner in which Boyle's Law has been experimentally verified and the principal results which have been obtained.

Draw a diagram illustrating the effects of pressure on carbonic anhydride.

III. State the laws of diffusion and transpiration of gases, and examine them in the light of the kinetic theory of gases.

IV. Investigate the errors produced at different temperatures in the readings of a barometer by the presence of a small quantity of air above the mercury in the tube.

V. A balloon consisting of a spherical envelope, perfectly extensible, is filled with pure hydrogen at the sea level (barometer 30 inches, thermometer 25° C.) till its diameter is 20 metres. What will be its lifting power (neglecting the weight of the envelope)? If it rises 8,000 feet what will its diameter and lifting power then be?

VI. Discuss the effects of change of pressure, temperature, humidity, wind direction and force on the velocity of transmission of sound from one given station to another.

VII. Explain the formation of Chladni's figures and the results obtained when lycopodium powder is mixed with the sand.

VIII. What is Doppler's principle?

An organ pipe giving the note C (256 v. p. s.) is placed on a whirling table at a distance of 10 feet from the axis of rotation. Find at what speed the table must be rotated so that the highest note heard by a person at some distance may be the D of the same octave. If there were two such pipes mounted at the extremities of a diameter what would be the effect produced as the speed of rotation was gradually increased?

IX. Describe Helmholtz's double syren and the more important results that can be verified by its use.

MONDAY, 16TH JANUARY, 2 TO 5 P.M.

PHYSICS.

Heat and Light.

I. Describe either Forbes's or Fourier's method of determining the absolute conductivity of a body for heat, giving the necessary equations, and showing exactly what experimental data are required before numerical results can be obtained.

II. By what reasoning was James Thomson led to conclude that the melting point of ice was lowered by pressure? What is the effect of pressure on the point of maximum density of water and how can this effect be measured?

III. Describe the method of taking an indicator diagram, and show what information can be obtained from such a diagram.

IV. What is meant by the efficiency of a heat engine? Show that the efficiency of a reversible engine is the greatest possible.

V. If a Graham's mercurial pendulum consists of an iron rod and an iron cylinder containing mercury, show how to calculate the amount of mercury which should be used.

VI. What is meant by a caustic? Find the caustic for parallel rays reflected from the surface of a concave spherical mirror.

VII. Explain the formation of a primary and secondary rainbow. How do you account for the phenomena of intersecting rainbows?

VIII. Give an account of the method by which any two of the following can be accurately measured:

1. Aberration, (2) the index of refraction of a gas, (3) the velocity of a luminous body along the line of sight.

IX. Give an account of the phenomena produced when plane polarized light is passed through plates of quartz cut in different directions relatively to the axis.

X. Discuss the direction of vibration in a beam of plane polarized light.

TUESDAY, 17TH JANUARY, 10 A.M. TO 1 P.M.

PHYSICS.

Electricity and Magnetism.

I. Describe the principle, construction, and use of the replenisher employed in the absolute and quadrant electrometers of Sir William Thomson (Lord Kelvin).

II. What do you mean by residual charge? Trace the analogy between residual charge and the electrolytic polarization of electrodes. Are there any grounds for supposing that they may be extreme cases of one and the same cause? If so, state them.

III. Assuming Ampére's theory of magnetism to be true, it follows that an intense magnetic field will tend to render a magnetic substance placed in it less magnetic.—Examine this and show that the same reasoning will account for diamagnetism.

IV. Discuss the relations between the magnetising force H, magnetic induction B, and magnetic permeability μ.

Supposing that H gradually rises from zero to + 100, then falls gradually through zero to—100, and that finally it rises through zero to + 100; show by a curve the relation between B and H during the cycle for soft iron, plotting the values of B vertically and those of A horizontally. The general form of the curve only is required. From this curve describe what is meant by hysteresis, and explain in general terms its physical meaning and effect.

V. Describe any of the methods by which the resistance of electrolytes has been measured, dwelling particularly on the means employed for eliminating the effects of polarization.

VI. What do you mean by the dissociation theory of electrolysis and how does it differ from the theory of Grotthus.

VII. Describe and explain any nul method of comparing the capacities of two condensers.

VIII. The current that is necessary to raise a wire to and maintain it at a given temperature varies, other things being the same, as $d^{\frac{3}{2}}$ where d is the diameter of the wire.—Investigate from known laws why this should be so.

IX. Describe Poggendorff's method of comparing electro-motive forces, and explain how, in Clark's potentiometer, an objection to Poggendorff's method is removed.

WEDNESDAY, 18TH JANUARY, 10 A.M. TO 1 P.M. AND 2 TO 5 P.M.

PRACTICAL PHYSICS.

The work to be done by each candidate will be pointed out in the Laboratory at the time of the examination.

THURSDAY, 19TH JANUARY, 10 A.M. TO 1 P.M.

CHEMISTRY.

I. Give a brief sketch of the work of Lavoisier in chemistry, and contrast the state of chemistry before and after his work.

II. Describe the apparatus and methods used by Pictet and Cailletet in the condensation of such gases as oxygen, nitrogen, hydrogen, and air.

III. Trace clearly the origin, rise, and modern developments of the theory of atomicity or quantivalence.

IV. State clearly what is meant by the "Periodic Law," and indicate the chemists who have helped to place it in its present position. Mention all the classes of properties which are shown to be connected by means of this law.

V. At various times the following formulæ have been used for sodium sulphate. Explain clearly the full meaning of each, and the views which lead to the adoption of each formula:—$NaOSO_3$; Na_2OSO_3; Na_2SO_4; $SO_2\left\{\begin{matrix}ONa.\\ONa.\end{matrix}\right.$

VI. State briefly the considerations which determine the atomic weight of an element, and show clearly how they would be applied in the determination of the atomic weights of the following elements:—Cl, Au, C, K, Ba, and Al.

VII. Finely divided silver thrown into hydrogen dioxide gives off oxygen, while the metal remains unchanged; silver oxide added to hydrogen dioxide also gives off oxygen and leaves silver; ozone and hydrogen dioxide likewise evolve oxygen. Explain these facts clearly, and show how they can be theoretically predicted.

VIII. What is the action of extremely high temperatures on the three halogens—chlorine, bromine, and iodine? How are these results explained?

IX. Take (1) the group of sulphur elements, (2) the metals of the alkali group, and write a short essay on each. Treat of their general methods of occurrence in nature, the source from which they are obtained, their methods of preparation, and the general properties of the elements and their principal compounds.

THURSDAY, 19TH JANUARY, 2 TO 5 P.M.

CHEMISTRY.

I. What is meant by a 'basic salt'? Illustrate your answer by means of basic lead and bismuth compounds.

II. Calculate the formula of the mineral which, on an analysis, gives the following results :—

SiO_2	Al_2O_3	Fe_2O_3	CaO	MgO	Na_2O
52·52	30·03	1·72	12·58	0·19	4·51 = 101·55.

III What weight of potassium permanganate is required to oxidise 50 grammes of oxalic acid; and what volume does the carbon dioxide produced occupy at 30°C and 750mm?

$$Mn = 55,\ K = 39{\cdot}1$$

IV. Both chlorine and bromine displace iodine from its combination with electropositive elements, whereas iodine converts chlorates and bromates into iodates. How are these facts explained?

V. How are the amorphous and crystalline varieties of silicon and boron prepared? Give an account of the oxy-salts of both elements, and state to what acid each of the following salts corresponds :—MgB_2O_4, CaB_4O_7, $Fe_2B_6O_{12}$, Mg_2SiO_4, $Al_2Ca_3Si_2O_{12}$, $Mg_3H_2Si_4O_{12}$, $Mg_3Si_2O_7$, $Al_2K_2Si_6O_{16}$.

VI. Chlorine was first called "dephlogisticated marine acid gas;" later on it was regarded as a compound of muriatic acid gas with oxygen—muriatic acid itself being considered an oxide of an unknown element, to which the name *murium* was given. Upon what facts were these views based, and how were the views proved to be erroneous?

VII. Describe either the manufacture of (1) sulphuric acid from pyrites and nitrate of soda, or (2) sodium carbonate by Leblanc's process and the ammonia soda process. Give equations for all the changes which occur.

VIII. Classify the common metals with regard to (1) their behaviour with water, (2) the effect of heat upon their oxides, (3) the solubility of their sulphides in water and in dilute hydrochloric acid.

IX. By what reactions may tin, arsenic, and antimony be recognized in the presence of each other, and how may they be completely separated from one another?

X. Mention the principal ores of silver and describe the various processes by which the metal is extracted.

FRIDAY, 20TH JANUARY, 10 A.M. TO 1 P.M.

MIXED MATHEMATICS.

Statics and Hydrostatics.

I. ABC is a triangle and D is a point in BC so that BD : DC :: $m : n$. A force represented by $(m+n)$ AD acts along AD, at A; find its components along AB and AC.

II. Show that any number of forces acting on a rigid body in one plane may be reduced to a single force or a single couple.

A heavy sphere rests on three pegs A, B, C situated in one horizontal plane. Prove that if P, Q, R be the pressures on the pegs A, B, C, respectively, then P : Q : R = area BOC : area COA : area AOB, where O is the centre of the circle circumscribing the triangle ABC.

III. Prove that if a system of parallel forces acting on a rigid body be rotated through any the same angle round their points of application, their resultant will always pass through a fixed point.

Determine the centre of gravity of a uniform wire bent into the form of an arc of a circle.

IV. State the laws of friction and explain what is meant by the angle of friction.

Two equal cylinders of radius a are placed in contact with one another on a rough horizontal plane. A third smooth cylinder of the same length and material and of radius b is placed on them. The lower cylinders are now on the point of slipping along the plane. Find the coefficient of friction.

V. State Hooke's Law of extension of an elastic string.

A light elastic string is stretched between two points at the same level so that the tension is T. A weight W attached to its middle deflects each half through an angle α. Prove that the modulus of elasticity of the string is $\dfrac{W \cot \alpha - 2T}{2(1-\cos \alpha)}$

VI. Two equal rods AB, BC are jointed at B and have their middle points connected by a string of such a length that when it is straightened ABC is a right angle. If the system be suspended by a string attached to the point A, prove that the inclination of AB to the vertical will be $\cot^{-1} 3$, and find the tension of the string joining the middle points.

VII. Define the term 'centre of pressure.'

Find the centre of pressure of a triangular area having its vertex in the surface and its base horizontal.

If the parallel edges of a trapezium be a, b and if the edge a be in the surface, the centre of pressure divides its breadth in the ratio $\dfrac{a+3b}{a+b}$.

VIII. Determine the conditions that a body should float in stable equilibrium in a given position.

A lamina in the form of a regular hexagon ABCDEF can turn freely in a vertical plane, about A which is in the surface of a liquid. In the position of equilibrium the corner C is on the surface—the portion ABC being out of the liquid. Compare the specific gravities of the solid and liquid.

IX. If P, p be the pressures inside and outside a spherical soap-bubble of radius R, prove that $P-p=\frac{2T}{R}$ where T is the force across unit length of the soap film.

X. Show how to find the tension of the chain of a diving bell, when it is resting at a certain depth.

FRIDAY, 20TH JANUARY, 2 TO 5 P.M.

MIXED MATHEMATICS.

Dynamics and Optics.

I. Show how to determine the resultant of two velocities, and find the velocity of one moving particle relative to another moving particle.

A wet umbrella is rotated and from its circular rim drops of water simultaneously fly off with the same velocities. Show that at any subsequent time before reaching the ground they will all lie on a circle whose plane is parallel to the plane of the rim when they left it.

II. Explain the term 'angular velocity.'

If P be a moving point, O the origin, then the angular velocity of P about O at any instant is $v\,\frac{p}{OP^2}$ where v is the velocity of P and p the perpendicular distance from O on the tangent to the curve described by P at the point P.

A constant couple of 2 foot-pounds acts upon a fly-wheel for 5 secs., and produces an angular velocity of 5 revolutions per sec. Find the moment of inertia of the wheel.

III. Find the acceleration of a particle moving with uniform speed in a circle.

A smooth tube bent into a circle is rotated about a diameter of the circle which is kept vertical. A heavy particle is put inside it. Find its position of equilibrium in the tube.

IV. A smooth sphere of mass m impinges directly with velocity u on another smooth sphere of mass m^1 moving in the same direction with velocity u^1. If the coefficient of restitution be c, find their velocities after impact.

V. A particle moves in a straight line under a force towards a point in the line and varying as its distance from that point. Find

expressions for the velocity of the particle at any instant, its position at any time, and its time of oscillation.

VI. Prove that the potential energy of a stretched elastic string is equal to half the product of its tension and extension.

A small heavy ring moveable on a smooth circular wire fixed in a vertical plane is attached by an elastic string without weight to a point at a distance below the lowest point of the circle equal to its radius and when the ring is at the lowest point the string is just unstretched. If the ring be drawn along the wire till the string becomes a tangent to the circle and then let go, determine the velocity with which it will reach the lowest point of the circle.

VII. Find the geometrical focus of a pencil of rays after direct reflexion at a concave spherical surface.

If Q be the origin of the pencil, F its geometrical focus after reflexion, A the vertex of the mirror and F_1, the principal focus; then, $FF_1 : AF_1 :: AF_1 : QF_1$.

VIII. Find when the deviation of a ray of light passing through a prism in a principal plane is a minimum.

Two right-angled prisms each of refracting index λ, and a prism whose angle is 60° and refracting index μ are placed so that each of the former touches one face of the latter; and the angle of the middle prism is turned in a direction opposite to that of the angles of the other two. A ray passes through the system in such a direction that its deviation by the middle prism is a minimum and it emerges parallel to its incident direction. Prove that $4\lambda^2 = \mu^2 + 3$.

IX. A pencil of light passes centrically and with small obliquity through two thin lenses in contact. Find the condition of achromatism.

A pencil of light is refracted through a prism in a principal plane. Show that if the dispersion of two neighbouring colours be a minimum,

$$\mu^2 \sin(3\phi^1 - 2\iota) = (\mu^2 - 2) \sin\phi^1.$$

ϕ^1, ι, μ having their usual meanings.

SATURDAY, 21ST JANUARY, 10 A.M. TO 1 P.M.

SCIENTIFIC METHOD.

I. Write a short essay on measurement, dividing your subject as follows and illustrating your meaning by examples.

1. The increase or decrease of the quantity to be measured in some determinate ratio, so as to bring it within the scope of our senses, and to equate it with the standard unit or some determinate multiple or sub-multiple of this unit.

2. The discovery of some natural conjunction of events which will enable us to compare directly the multiples of the quantity with those of the unit, or a quantity related in a definite ratio to that unit.

3. Indirect measurement which gives us, not the quantity

itself, but some other quantity connected with it by known mathematical relations.

II. Explain the uses of the method of means, and give examples of cases in which the geometrical mean should be employed.

III. In experiment explain and illustrate the importance of the following points:

1. The removal, one at a time, of each of those conditions which may be imagined to have an influence on the result.
2. The exclusion of indifferent circumstances.
3. The removal or enhancement of usual conditions.

IV. Give instances showing the necessarily approximate nature of the proof of physical laws.

SATURDAY, 21ST JANUARY, 2 TO 5 P.M.

SCIENTIFIC METHOD.

I. Write a short essay on the use of graphic methods of studying the results of experiment and observation, giving illustrations of any important points that may strike you.

II. How, as a rule, should negative results be treated. Extend this to nul methods of electrical measurement.

III. Give instances showing the value of analogy as a guide to discovery.

IV. Describe the mechanical methods of either Bjerkes or Stroh for showing the action of vibrating bodies on each other, in a medium capable of taking up their vibrations; and discuss their value in analogically illustrating the action of magnets on each other and on the space surrounding them. In what respects does the analogy fail?

BRANCH III.B.

MONDAY, 16TH JANUARY, 10 A.M. TO 1 P.M.

ZOOLOGY.

I. Discuss the relation to one another of *Echiurus*, *Sipunculus*, *Phoronis*, *Rhabdopleura*, and the Polyzoa.

II. What evidence can you adduce for and against the view that all the forms of excretory organ found in the animal kingdom have been derived from a common prototype?

III. Give an account of the calcareous sponges.

IV. Give an account of the Perissodactyla.

V. Discuss, making reference to living and fossil forms, the relationship of the birds to the reptiles.

MONDAY, 16TH JANUARY, 2 TO 5 P.M.

ZOOLOGY.

I. What can be learnt as to the ancestry of the frog and the Tunicata, by a study of the tadpole and ascidian larva?

II. Give an account of the anatomical and physiological differences between the Rhizopoda, Infusoria, and Gregarinidæ.

III. Describe the chief modifications of the skeleton of the manus in the Ungulata. What is known from palæontological evidence of the ancestry of the horse?

IV. Write a short essay on the occurrence and significance of rudimentary organs in Vertebrata.

V. Produce evidence in support of the statement that "degeneration is a gradual change of the structure, in which the organism becomes adapted to less varied and less complex conditions of life" by reference to the Crustacea.

TUESDAY, 17TH JANUARY, 10 A.M. TO 1 P.M.

PRACTICAL ZOOLOGY.

I. Refer to its genus and species, by the aid of Boulenger's Reptiles of India, the lizard supplied.

II. Describe the nervous system of the animal supplied for the purpose.

III. Dissect out the aortic arches and the reproductive organs of the snake supplied. Make a diagram of the aortic arches from your dissection.

TUESDAY, 17TH JANUARY, 2 TO 5 P.M.

PRACTICAL ZOOLOGY.

I. Describe the differences between the various species of scorpions supplied.

II. Identification, &c., of specimens.

WEDNESDAY, 18TH JANUARY, 10 A.M. TO 1 P.M.

SCIENTIFIC METHOD.

I. What is meant by "an exact science"? Illustrate your answer by reference to Zoology.

II. How does Darwin's hypothesis of the evolution of living beings differ from those of his predecessors?

III. What objects are fulfilled by classification in Zoology?

IV. Explain what is meant by *genus*, *species*, and *variety* when used with reference to animals.

V. Illustrate the use of hypothesis in Zoological research.

THURSDAY, 19TH JANUARY, 10 A.M. TO 1 P.M.

THEORETICAL GEOLOGY AND PHYSICAL GEOGRAPHY.

N.B.—*Only nine of the questions should be answered.*

I. Why is it that the stellar bodies in our proximity produce the same kind of tide simultaneously on opposite sides of the earth's surface?

II. How do you explain the contrast between the straight Coromandel coast and that of Norway?

III. What law governs the rotation of cyclones?

IV. Why is the regular pentagonal (equilateral) dodecahedron not known as a crystal?

V. What is in general the fusibility of silicates? Give examples from nature and from the arts.

VI. How is travertine formed?

VII. What minerals contain magnesium silicate or consist entirely of this compound?

VIII. What optical differences exist between calcite and aragonite?

IX. In which form does zircon crystallise?

X. What conditions favour the preservation of vegetable fibre in rock deposits?

XI. What are the characteristic fossils of the cretaceous period?

THURSDAY, 19TH JANUARY, 2 TO 5 P.M.

THEORETICAL GEOLOGY AND PHYSICAL GEOGRAPHY.

N.B.—*Only nine of the questions should be answered.*

I. What are some of the most characteristic fossil families or genera of palæozoic times?

II. Explain the deposition of hydrous oxide of iron from some springs.

III. By what characters are meteorites distinguished from ordinary terrestrial material?

IV. How are pseudomorphous salt crystals formed in sandstone?

V. What are the interfacial angles of the rhombic dodecahedron in degrees, on the edge and over the solid angle?

VI. What conditions must prevail to render the boring of an artesian well a success?

VII. How are rock slices prepared for the polarizing microscope?

VIII. How is the age of a mountain chain ascertained?

IX. What common minerals contain large proportions of water in chemical combination?

X. What is an oolitic rock?

XI. What is the difference between conformable and unconformable strata?

FRIDAY, 20TH JANUARY, 10 A.M. TO 1 P.M.

PRACTICAL GEOLOGY.

I. Construct a section from along a line drawn from Belgaum to Madras (on Dr. Warth's Geological map of the Madras Presidency) through Hospet, Bellary, Cuddapah and Kalahasti.

II. Construct a section across the peninsula (on the same map) from the West Coast at Coompta to the East Coast near Pithapuram, through Hospet, Kurnool, Nandigama and Rajahmundry.

III. Name and describe technically the fossils shown and assign each with proper geological horizon whether in India or elsewhere.

IV. Point out the zoological affinity of each of the fossils before you.

V. Describe and illustrate with sketches the formation of coral reefs according to the Darwinian theory. Name some of the objections recently raised against the theory.

FRIDAY, 20TH JANUARY, 2 TO 5 P.M.

PRACTICAL GEOLOGY.

I. Determine the rock specimens set before you, and indicate from what geological formations in India they might have been derived.

II. Determine the minerals before you. To what crystallographic systems do the crystalline examples belong and what are their optical properties? Give an account of their mode of occurrence.

III. Describe and illustrate by diagram maps and sections any district whose geological structure you are personally acquainted with.

IV. Describe fully and illustrate by a diagram and section the succession and position of the rocks forming the Ranigunj Coalfield;—and name and describe briefly the other important coalfields. What are the characteristic fossils that are met with in them?

V. From what sources does India obtain its local supply of salt? Describe the inland sources fully and explain the formation of wellsalt.

SATURDAY, 21ST JANUARY, 10 TO 1 P.M.

SCIENTIFIC METHOD IN GEOLOGY.

I. Explain La Place's "Nebular hypothesis" and show how it leads to the understanding of many problems in cosmical geology that would otherwise be insolvable.

II. Are the principles on which palæontologists proceed in determining organic remains the same as those by which zoologists and botanists establish their classification of living animals and plants? Elucidate this by examples.

III. Compare the principles of the Ultra uniformitarians, Moderate uniformitarians, and cataclysmists and give reasons for your opinion which of these schools of geological thought deserves most support.

IV. Give reasons for or against accepting Ramsay's theory of the excavation of lake basins by ice.

V. To what method of classifying rocks would you give preference? Describe the resultant classification in some detail.

BRANCH IV.

MONDAY, 16TH JANUARY, 10 A.M. TO 1 P.M.

PSYCHOLOGY: THEORY.

I. State and critically examine Comte's objection to the introspective method. Apart from this objection what are the chief difficulties in the prosecution of this method?

II. Give a brief history of the attempts which have been made at localization of the functions of the brain, and sum up the results which have been arrived at.

III. In what ways and to what extent are the various sensations of a series dependent upon one another?

State Fechner's law, and examine its validity as an expression of a universal principle of sense experience.

IV. Is it possible to resolve all cases of association into association by contiguity? If not is there any fundamental principle which explains all cases of association? Does contrast as such constitute a principle of association?

V. Discuss the question of the relation of pleasure and pain to the vital processes.

VI. How does the idea of time first manifest itself and what are the principal elements involved in it? How do you account for the weakness of the idea in childhood? To what extent do our ideas of space help us to form a clear and full conception of time?

VII. Give a full and detailed statement of the conditions which regulate the formation of mental images or representations.

VIII. What is the essential character of the emotions, and how are they related to simple feeling on the one hand and to will on the other?

IX. "The phenomena especially called volitional denote only the extreme of a process which extends over the whole of consciousness."

"To volitional activity is due the existence of consciousness itself."

Explain and criticise.

X. Distinguish between hallucination and illusion. With which would you class dream-images?

How can we decide between hallucination and normal sense perception?

MONDAY, 16TH JANUARY, 2 TO 5 P.M.

PSYCHOLOGY: THEORY.

I. Describe the various stages of the hypnotic condition. What do you regard as the most satisfactory explanation of the phenomena? Does natural sleep afford any assistance in explaining them? Can you trace any connexion between the phenomena of hypnotism and the alleged fact that the seat of a revived impression or ideal state is the same as that of the original impression or actual state?

II. Discuss Mr. Spencer's doctrine of a Universal Postulate (1) on its merits and (2) as to its consistency or otherwise with a thoroughgoing experientialism.

III. What *a priori* elements did Kant find in Sense, in Understanding, and in Reason? What function did these three classes of *a priori* elements serve? Compare them with the innate ideas of Reid, the *intellectus ipse* of Leibnitz and the inherited aptitudes of Mr. Spencer.

IV. Discuss the question whether extension is an original or an acquired perception of the eye. How do those who deny that it is an original visual perception explain its origin? What were Berkeley's views on this question and what advance has been made on these views since Berkeley's days?

V. What are meant by the qualities of matter? On what principle or principles have they been classified? How do you account for the extraordinary importance which this question has had in the history of philosophy?

VI. Discuss Mill's doctrine that matter is a permanent possibility of sensation.

Mr. Masson says:—

"Mr. Mill, in order to account empirically for the notion of the non-ego, postulates in one chapter an ego which is wonderfully like the ordinary ego of the Transcendentalists; this ego he resolves in the next chapter into a form so different from the ego postulated

that it would be interesting to know how, if he were compelled to go back and work with it as a substitute for the postulated ego, he would be able to repeat his preliminary exposition of the derivativeness of the notion of matter." Examine Masson's criticism.

VII. When we speak of a consciousness of an external reality what do we mean by "reality" and what do we mean by the externality of that reality?

Do the pure idealist and the mere phenomenalist admit that there is a consciousness of an external world, and if so how do they explain the existence of that consciousness?

VIII. Examine the alleged psychological basis of Agnosticism. Mill agrees with Hamilton as against Cousin that a knowledge of the Absolute is impossible. Are Mill and Hamilton, therefore, both to be regarded as Agnostics? If notwithstanding their attitude towards Cousin, you think that neither of them is an Agnostic give your reasons.

Compare the belief or faith of Hamilton with Kant's postulates of the practical reason and Mr. Spencer's affirmation of the existence of an inscrutable power.

TUESDAY, 17TH JANUARY, 10 A.M. TO 1 P.M.

PSYCHOLOGY: HISTORY.

Idealism:—Descartes, Malebranche, Locke, Berkeley, Kant, and Brown.

I. Compare the "intelligible species" of the Cartesians with the "sensible species" of Lucretius on the one hand, and the "ideas" of Arnauld on the other.

What function were those three supposed to perform in the perception of an external world?

II. What consequences did Descartes deduce from the principle "that all the things which we very clearly and distinctly conceive are true"?

How do you explain the hold which Cartesianism had in France during the 17th century and its falling away in face of sensationalism during the 18th century? In what form and under what influences did Cartesianism revive about the beginning of the present century?

III. Explain Malebranche's doctrine that we see all things in God. Trace the connexion between this doctrine and the views of Descartes regarding the relation of body and mind. Berkeley also held that his idealism was a bulwark against scepticism. Compare the Malebranchian and Berkeleyan doctrines (1) as to their philosophical foundations and (2) as to their practical efficacy as supports to religion.

IV. Professor Caird says that the great defect of Locke's philosophy was due to the attempt to preserve both the sensationalist view of the development of knowledge and the materialistic account of the origin of sensation. Discuss this criticism.

Berkeley and Hume each tried to overcome this difficulty; in what ways, and with what results?

V. Discuss the doctrine that "besides thinking substances and ideas, nothing exists, or can exist."

VI. What are the main points which Kant succeeded in establishing against Wolffian dogmatism, British empiricism, and French sensationalism respectively? Was the Wolffian school in a position to cope with either of the two others? Give your reasons.

VII. Point out the essential features of Kant's transcendental idealism and the relation in which it stands to pre-existing forms of idealism; compare the "thing in itself" of Kant with the "Unknowable" of Mr. Spencer.

VIII. Was Kant's philosophy as successful on the positive or constructive side as it was on the negative or destructive side? Discuss the question.

IX. Discuss the idealism of Brown and examine Hamilton's criticism of it. Bring out the points of agreement and difference between it and the idealism of Descartes and Berkeley respectively.

TUESDAY, 17TH JANUARY, 2 TO 5 P.M.

PSYCHOLOGY AND GENERAL PHILOSOPHY.

Fraser's Selections from Berkeley.

I. How would Berkeley have replied to Dr. Johnson's attempt to refute his theory by kicking a stone? Are the arguments of the common sense philosophers anything more than a similar appeal to popular experience?

II. Give a critical account of Berkeley's doctrine of abstract ideas and show how far it bears on his general theory of existence?

III. How does Berkeley explain the fact of inverted vision?

IV. In what does externality consist? Does Berkeley's account of externality explain our ideas of extension and space?

V. What does Berkeley mean by arbitrariness in natural phenomena? Is his doctrine of arbitrariness consistent with a belief in the invariability of natural law?

VI. Give a sketch of Berkeley's theory of causation, bringing out clearly his distinction between formal and real causes. Compare his theory with that afterwards advanced and developed by Hume.

VII. "Berkeley erects no philosophical barrier against absolute or at least theological egoism." Do you consider this criticism valid? How according to Berkeley do we arrive at a knowledge of the existence of our fellow men?

How does Berkeley attempt to prove that we have the same assurance of the existence of God as of the existence of our fellow men?

VIII. "The same idea which is in my mind cannot be in yours or in any other mind. Doth it not therefore follow that no two persons can see the same thing"? How does Berkeley meet this objection? Does his answer really meet the difficulty?

IX. Compare Berkeley's position as stated in his "Principles of Human Knowledge," with that adopted in his later works.

WEDNESDAY, 18TH JANUARY, 10 A.M. TO 1 P.M.

LOGIC: THEORY.

I. Compare Aristotle's scheme of the possible predicaments with that laid down by Mill in his Logic.

II. To what extent is the Aristotelian use of the terms genus and species justifiable in classification? On what grounds would those who follow this usage refuse to consider certain possible classes as genera or species?

III. Give a brief critical account of the various views which have been held regarding the import of propositions.

IV. Are the definitions on which mathematics is based to be regarded as genuine logical definitions?

Mill says:—"Those suppositions (of geometry) are so far from being necessary that they are not even true; they purposely depart more or less widely from the truth. The only sense in which necessity can be ascribed to the conclusions of any scientific investigation is that of necessarily following from some assumption which by the conditions of inquiry is not to be questioned." Critically examine this statement.

V. To what extent does a discussion of the idola of Bacon come within the province of logic? Can the idola be considered species of fallacies of reasoning? Give a complete classification of fallacies, explaining your basis of division.

VI. Explain the principle of Mill's experimental methods. How far were these methods anticipated in Bacon's *novum organum*?

VII. Give a concrete example of the use of the method of difference, and throw the reasoning into syllogistic form. What is the major premise of such a syllogism and how is it arrived at?

VIII. Write a brief note on the value of the deductive method in scientific inquiry.

IX. Does the theory that the law of causation is reached by induction involve a *petitio principii*?

THURSDAY, 19TH JANUARY, 10 A.M. TO 1 P.M.

LOGIC: HISTORY.

I. Point out the exact place assigned to Logic in Hindu Philosophy and in the systems of Aristotle and the Stoics.

There are as many as six systems of Hindu Philosophy. In which of them is a distinct place given to Logic and with what difference, if any, as regards its function?

II. It is held by some that the many points of resemblance existing between the Greek and Hindu systems of Logic must be taken as establishing beyond a doubt that the one must have been copied from the other. Enumerate the points of resemblance and state and support your view as to the cause of this resemblance.

III. Enumerate the 'Catègories' of Gotama, Kanada, Aristotle and the Stoics; and state the principle or principles on which each classification is based.

IV. Explain what Hindu Logicians mean by *sadhya*, *upadhi*, and *linga-parâmarsa*.

Distinguish between the *Vyapti* of the Hindu Logicians and the Major Premise of the Aristotelian syllogism.

V. Define 'proof' and 'inference' as these terms are understood by the Nyayic and Aristotelian logicians; and state, exemplify and criticise the several kinds of proof and inference given by the Sankhya, the Nyaya and the Vedantic systems of philosophy.

VI. How will you meet the following objections frequently made against Indian Logic:

1. That the instances which occur in the third member of the five-membered argument vitiate the conclusion.

2. That the formalities of the Science of Logic are perfectly satisfied with three out of the five members of the Indian syllogism.

VII. The Indian Logicians recognised a difference in the occasions for the employment of the five-membered and a three-membered syllogism. State and examine the grounds of this distinction.

VIII. State and criticise the definition of "cause" as given in the Nyaya system and as given by Aristotle.

Compare the Nyayic definition with that given by J. S. Mill.

IX. It has been said that the value of induction was known to the Hindus and that they had even arrived at some of the Inductive Methods of Modern Logic. Can you support this view?

X. State the order of scientific exposition adopted by Hindu Philosophers and compare it with the order as given by any Modern Logician.

THURSDAY, 19TH JANUARY, 2 TO 5 P.M.

KEYNES' FORMAL LOGIC.

I. Define the scope of Formal Logic as it is understood by Mr. Keynes, and point out clearly its relation to Language on the one hand and to Psychology on the other.

II. Discuss the question how far the distinction of General and Singular can be applied to abstract names.

III. Describe the process of inference called Inversion by Mr. Keynes; what is the 'Inverse' of each of the four propositions of traditional logic?

IV. Discuss the logical foundation of the Immediate Inference known as 'conversion'.

V. Show that any syllogism involving directly an illicit process of the major or minor involves indirectly a fallacy of undistributed middle.

VI. Explain and exemplify the distinction between a syllogism with a strengthened premiss and a syllogism with a weakened conclusion.

VII. Discuss the question whether 'Reduction' is an essential part of the doctrine of the syllogism.

VIII. What do the consonants in 'Baroco,' 'Felapton' and 'Bramantip' denote?

Represent the first in Lambert's diagrammatic scheme, the second by means of Euler's diagrams and the third in Dr. Venn's diagrammatic scheme.

IX. State and examine the arguments *pro* and *con* on the question of the claims of the Hypothetico-categorical syllogism to be regarded as Mediate Inference.

X. How does Mr. Keynes define a complex term?

State and prove his general rule for obtaining the contradictory of a complex term; and apply the rule to show that *A or a B* is equivalent to *A* or *B*.

XI. How does Mr. Keynes distinguish a compound from a complex proposition.

Show that each of the following complex propositions is the logical obverse of the other:

1. "No citizen is at once a voter, a householder and a lodger, nor is there any who is neither of the three."

2. "Every citizen is either a voter but not a householder or a householder and not a lodger or a lodger without a vote."

Show also the equivalence of these two propositions by means of Dr. Venn's diagrams.

XII. Indicate a general method of solution of the following general problem:

"Given any number of universal propositions involving any number of terms, to determine what is all the information that they jointly afford with regard to any given term or combination of terms that they contain."

Apply the method to solve the following problem:

Every *A* is one only of the two *B* or *C*; *D* is both *B* and *C* except when *B* is *E* and then it is neither, therefore no *A* is *D*.

Can this problem be solved by the recognized methods of the traditional logic?

FRIDAY, 20TH JANUARY, 10 A.M. TO 1 P.M.

ETHICS: THEORY.

I. What is implied in the conception of ethics as the *science* of conduct? Is such a conception (as has been alleged) inconsistent with the supposition that the will is free?

II. Define the subject-matter of Ethics and Politics respectively; and determine the main points of difference thence arising between moral and political law.

III. Which do you regard as the essential aspect of conduct considered as the object of moral judgment—the motive or the consequent? Take account in your answer of the different senses in which the word 'motive' has been used.

IV. If voluntary actions are the proper object of moral judgment, on what grounds may habitual actions be pronounced good or bad? Are there any voluntary actions which are indifferent from a moral point of view?

V. How must the relation of character to conduct be conceived in order to account for the fact of human responsibility? Discuss the Libertarian and Necessarian answers to the question.

VI. The standard of right conduct has been variously conceived as a Law or as an End. Give your reasons for considering one or other of these as the ultimate form of the standard, or for regarding them as two co-ordinate and irreducible forms.

VII. Examine the sanctions of Utilitarianism with a view to determine whether they are sufficient to support an obligation (in the Utilitarian sense of the term) to seek the greatest happiness of the greatest number.

VIII. What are the chief difficulties of Utilitarianism considered as a method of determining right conduct? How far are these difficulties met by taking as the practically ultimate end the health or efficiency of the social organism?

IX. What purpose is served by a classification of virtues or duties? Explain and comment upon (1) the distinction of virtues into self-regarding and other-regarding; (2) the classification of duties into those of perfect, and those of imperfect obligation.

X. Consider the bearing of the facts of moral life (1) upon the theory of the origin of existence; (2) upon the theory of a future life.

FRIDAY, 20TH JANUARY, 2 TO 5 P.M.

ETHICS: HISTORY.

Epicureanism in Ancient Greece and Rome.

I. Give a brief outline of Epicurean Logic and Natural Science. Were they cultivated for their own sakes or for ethical purposes?

How do you explain the comparative indifference of Stoics and Epicureans to Logic and Natural Science, coming so soon after a period of keen intellectual interest in those subjects? In what respects did the attitude of Lucretius towards Natural Science differ from that of the early Epicureans?

II. Is the Epicurean general conception of pleasure allied to the Socratico-Platonic or the Aristotelian view?

Both Aristippus and Epicurus held pleasure to be the end of life, yet there was an important difference between them with regard to it. What was that difference and to what extent was the superiority of Epicureanism to Cyrenaicism due to the divergence referred to?

III. Discuss the mutual relations of the actual life and the ideal life——the life of sense and the life of thought or reason——with a view to show whether Epicureans while regarding the satisfactions of sense as the fundamental pleasure, are justified in applying the name pleasure to the satisfactions of the ideal or intellectual life.

IV. Virtue is its own reward. In what sense, if at all, would the Epicurean admit this?

How are virtue and happiness related according to Epicureans? Compare with their view that of the Stoics.

V. Compare the Epicurean with the Stoic conception of the "wise man" with a view to show whether the difference is or is not more in form than in matter. What part did the "wise man" play in ancient ethics?

VI. The theatrical pose of the Stoic in the presence of suffering has been a stumbling block in the way of the acceptance of the Stoic theory, it being considered to be a violation of the feelings of human nature. What was the attitude of the Epicurean in the same circumstances? Was the teaching of Epicurus on this subject in harmony with the fundamental principles of his system?

VII. Was the religion of the Greeks and Romans such as to make it an indispensable or a powerful element in, or adjunct to, morality; or had it characteristics which rendered it inoperative in, or even hurtful to morality? What was the prevailing attitude of Epicureanism——Greek and Roman——towards religion?

VIII. Modern Utilitarianism is often spoken of as the descendant of Epicureanism. Would Mr. Sidgwick's statement that "a sincere Utilitarian is likely to be an eager politician" hold true if the word "Epicurean" were substituted for "Utilitarian"? Discuss the point so as to bring out clearly the attitude of ancient Epicureanism firstly, to Greek society and secondly, to Roman society.

IX. Looking at Greek and Roman Epicureanism from the modern point of view, what do you consider to be its fundamental defects; of these defects which do you consider to be inherent in the system and which do you take to be due to the circumstances of the centuries in which it originated and flourished?

SATURDAY, 21ST JANUARY, 10 A.M. TO 1 P.M.

ETHICS: AUTHORS, &c.

SIDGWICK'S *Methods of Ethics*, Books III. and IV.

I. It is widely held that the moral character of an act is determined, not by its consequences, but by its motive. Enquire (1) how far this position is borne out by the common moral judgments of mankind; (2) how far it is characteristic of the intuitional method.

II. If it be generally agreed that a truly moral man cannot recognise an action which is within his power as the best thing for him to do, without at the same time feeling that it is his duty to do it, what explanation can be offered of the ordinary conception of Virtue as something exceeding strict Duty? How far is the distinction admissible in Utilitarianism?

III. "Among the tendencies to strictly voluntary actions there are many not commonly regarded as virtuous which are yet not only useful, but on the whole *more* useful, than many virtues." Illustrate this statement, and estimate its significance as an argument against Utilitarianism.

IV. Illustrate the complex coincidence which Sidgwick seeks to establish between common sense morality and Utilitarianism, by a review of the more important duties of Benevolence.

V. Examine the notion of Desert, with a view to determining whether it supplies an adequate basis for that equitable distribution of pleasures and pains which is demanded by Justice.

VI. What form does the proof of Utilitarianism take in Sidgwick's hands, (1) as addressed to the Egoist; (2) as addressed to the Intuitionist? What peculiarity of Sidgwick's system is indicated when it is described as *Rational* Utilitarianism?

VII. Does the theory that the common moral sentiments are entirely due to the accumulated and transmitted experiences of pleasure and pain, justify the Utilitarian in accepting the common morality as the best available guidance to the attainment of the maximum general happiness? Discuss the question.

VIII. Examine the following statements from the standpoint of Utilitarianism:—

1. "Secrecy may render an action right that would not otherwise be so."

2. "It may be best on the whole that there should be conflicting modes of morality in a given society at a certain stage of its development."

IX. In what sense, and on what grounds, does Sidgwick recognise the existence of God as a necessary postulate of morality?

BRANCH V.

MONDAY, 16TH JANUARY, 10 A.M. TO 1 P.M.

ANCIENT HISTORY.

The Age of Pericles.

I. Examine the domestic policy of Pericles, showing how far it was in accord with the traditional line of action of his family.

II. Discuss the foreign policy of Pericles down to the year B.C. 435.

III. Where were Thurii, Amphipolis, Tanagra, Prosopitis, Naupactus, Samos, Eleusis, Chimerium, Cythera, Potidaea, Plataea? What events of this period were connected with each?

IV. What do you know of Phidias, Anaxagoras, Tolmides, Inaros, Phormio?

V. Criticise the conduct of Pericles, with regard to the responsibility for the outbreak of the Peloponnesian War.

VI. Draw a map to show the division of the Greek world between the Confederacies of Athens and Sparta in B C. 431.

VII. Give some account of the Athenian Drama during the life of Pericles.

VIII. Draw a plan of Athens in the days of Pericles.

IX. Write a sketch of the Constitutions of Athens and Sparta as they were in B.C. 431.

MONDAY, 16TH JANUARY, 2 TO 5 P.M.

MEDIÆVAL HISTORY.

The Ostrogoths in Italy.

I. Draw a map of the Mediterranean lands showing the territories held respectively by the Ostrogothic monarchy and its various neighbours at the death of Theodoric, and mark thereon the sites of the principal battlefields and sieges during the subsequent war between the Goths and the Empire.

II. Describe briefly the main features of the later Imperial system of administration as utilised by Theodoric in Italy, mentioning specially the functions of the chief officers of state and the names of the Provinces.

III. What were the main features of the foreign policy of Theodoric?

Discuss more particularly his relations with the Franks and the Empire.

IV. Narrate briefly, with dates, the steps by which

(1) Belisarius regained Italy for the empire, and

(2) Totila undid his work and retrieved for a time the fortunes of the Gothic monarchy.

How do you account for the easy (first) overthrow of the monarchy by the empire?

V. State shortly, giving dates as far as possible, what you know of the following persons:

Liberius, Faustus, Mundus, Uraias, Pope Vigilius, Alexander the Logothete.

VI. Give an account of the life and writings of (1) Cassiodorus and (2) Procopius, and mention the remaining important original authorities for the history of this period.

VII. State what you know of the life and work of St. Benedict.

VIII. Give a brief account of the nature and contents of the *Edictum Theodorici.*

TUESDAY, 17TH JANUARY, 10 A.M. TO 1 P.M.

MODERN HISTORY.

The French in North America and the West Indies up to 1789.

I. Compare the French as a colonising nation with the English.

II. Give an account of the earliest settlements of the French, with special reference to Coligny, Dominic de Gourgues, Cavalier de la Salle, and the Canadian d'Iberville.

III. Give a description of the French and Indian war.

IV. Relate the battle and taking of Quebec by the English.

V. What were the possessions of France when its power was at its zenith, and what did it possess after the peace of Paris in 1785?

VI. Describe the different phases of the position of France towards the American colonists during the War of Independence, and explain especially how continental France came to be an ally of the revolting English colonies whilst the French colonists sided with the English.

VII. Describe and estimate the shares taken in the struggle of the French with the English by Admiral Count d'Estaing, Rochambeau, and Admiral Count de Grasse.

VIII. Characterize the attitude taken by the following French statesmen: Turgot, Vergennes, Duc de Choiseul, and Necker in respect to American affairs.

IX. What were the stipulations of the war-convention between France and Spain in 1779?

TUESDAY, 17TH JANUARY, 2 TO 5 P.M.

HISTORY OF INDIA.

The French in India.

I. Trace the origin and development of the French East India Company from its establishment down to the beginning of the Coromandel War.

II. 1. Give a description of Madras in 1640 and 1746 respectively.

2. Under what circumstances was it taken by the French and restored to the English?

III. What were the effects of the "Two Years' War" (from 1746 to 1748) between the English and the French? How can it be said that "this war opened a new era in the politics of India"?

IV. Relate briefly the second siege of Trichinopoly, and illustrate your narrative by drawing a plan of the town and the adjacent country, showing the posts occupied by the French, the Mahrattas, and the Mysore army, during the siege.

V. State (1) the conditions on which Muhammed Ali obtained the aid of Mysore, (2) the pretexts he put forward for not fulfilling his engagement, and (3) the part played by Morari Raô in the transactions which followed.

VI. Who were the negotiators of the treaty concluded between the contending parties in 1754? Discuss the terms of this treaty.

VII. 1. By what means did Bussy secure the citadel of Doulatabad?

2. How did he obtain the Northern Circars? What was then the importance of those districts?

VIII. 1. Compare and contrast the military careers of Clive and Bussy.

2 Account for the unsuccess of the French in establishing an Empire in India.

WEDNESDAY, 18TH JANUARY, 10 A.M. TO 1 P.M.

SPECIAL HISTORICAL SUBJECT.

The Free Trade Movement in England up to 1860.

I. Describe the economic results to England of the Napoleonic wars.

II. Accurately set forth the state of the law on the importation of corn at the close of the years 1815, 1828 and 1842 respectively.

III. How far did Huskisson's economic policy anticipate that of the Manchester School?

IV. What were the ideas of Disraeli's "Young England" party, and what was their relation to the Free Trade controversy?

V. What were the immediate circumstances which led to the formation of the Anti-Corn Law league? Describe its organisation and the methods by which it pursued its objects.

VI. Disraeli speaking in 1845 said: "For my part, if we are to have Free Trade, I who honour genius, prefer that such measures should be proposed by the member for Stockport, (Mr. Cobden) rather than by one who by skilful parliamentary manœuvres has tampered with the confidence of a great people and a great party."

Comment exhaustively on the opinions thus expressed on two prominent statesmen.

VII. What was the part played by each of the following in connection with the Free Trade movement? John Bright, Lord Stanley, Lord John Russell, Carlyle, Sir James Graham, Joseph Hume, Colonel Peronet Thompson.

THURSDAY, 19TH JANUARY, 10 A.M. TO 1 P.M.

SCIENCE AUXILIARY TO HISTORY.

Epigraphy.

I. Give a short abstract of Dr. Burnell's views on the origin and the mutual relations of the South Indian alphabets.

II. Describe the different methods by which dates are expressed on Sanskrit inscriptions.

III. Give the names and starting-points of the various eras which have been used in Southern India.

IV. State the approximate age of the Sanskrit inscriptions at the Seven Pagodas and at the Kailâsanâtha temple, Conjeeveram, and name the Kings during whose reign they were engraved.

V. Who was the founder of the Tanjore temple, and in what manner has the time of his reign been established?

VI. To what time are the earliest inscriptions in Vettuluttu supposed to belong?

VII. Give the dates of the earliest and of the latest inscriptions of the Early, Western, and Eastern Chalukyas.

VIII. In what languages and alphabets are the inscriptions of the Kings of Vijayanagar written?

IX. In what does the historical importance of the Kûram grant consist?

X. Who are the Tiruttondar? What are the earliest inscriptions in which they are mentioned?

XI. Which letters of the Vatteluttu and Tamil alphabets are not found in the remaining South-Indian alphabets?

XII. Enumerate the chief points of difference between the Nandinâgarî and the common Nâgarî alphabets.

XIII. In what points does the orthography of Tamil inscriptions differ from that of modern Tamil?

THURSDAY, 19TH JANUARY, 2 TO 5 P.M.

INTERNATIONAL LAW.

I. State the historical connection between modern International Law and (1) the Law of Nature, (2) the Roman *rus gentium;* and discuss how far it may be said to be based upon these conceptions.

II. 1. On what grounds does Austin exclude International Law from his category of Law? How does he classify it?

2. What modification does Lawrence introduce into Austin's analysis whereby International Law is admitted into the category of Law?

3. How is the argument affected by the present primacy of the Great Powers of Europe?

III. 1. In what modes may a State acquire property by valid title?

2. By what general rules would the area affected by an act of occupation on the shore of a continent be determined?

3. How was this question dealt with as regards Africa by the Berlin Conference of 1885?

IV. 1. Distinguish between Neutrality and Neutralization.

2. Discuss the action of Great Britain with reference to the Suez Canal in 1877 and 1882 respectively, and consider how far such action was consistent with the recognised principles of International Law.

V. 1. What is Booty, and how is it generally disposed of?

2. Define Contributions and Requisitions, and discuss the conditions under which they may be levied by a naval force.

VI. 1. What was the Rule of War of 1756 and on what admitted principles was it founded?

2. How was the rule extended in 1793? Discuss the legitimacy of the extension.

VII. 1. Enumerate, with dates, the various principles that have from time to time been in force for regulating maritime capture.

2. What are the rules of capture now in force against neutrals?

3. Summarise the arguments on both sides in the Trent case, showing that the real point at issue was left undecided.

VIII. Give in a tabular form the conditions of nationality of vessels fixed by the laws of (1) Great Britain, (2) France, (3) The United States; so as to give prominence to the peculiar characteristics of each.

FRIDAY, 20TH JANUARY, 10 A.M. TO 1 P.M.

POLITICAL ECONOMY.

First Paper.

I. What is the position of Adam Smith in the history of the development of the science of Political Economy?

II. Discuss the relations of economics to practice.

III. Mill (*Logic*, book iv.) says:

"Whenever the nature of the subject permits our reasoning processes to be, without danger, carried on mechanically, the language should be constructed on as mechanical principles as possible;

while, in the contrary case, it should be so constructed that there shall be the greatest possible obstacles to a merely mechanical use of it."

Within which of the categories above indicated do you consider that Political Economy falls?

IV. Discuss briefly the effect on Production of:

1. An exclusive caste system of trade.
2. Common property, such as that of primitive village-communities, in land.
3. Improved means of intercommunication.
4. Increase of credit.

V. Elucidate Mill's proposition, "Demand for commodities is not demand for labour."

VI. State and criticise Carey's attack on Ricardo's theory of Rent.

VII. How far do you consider that production would be more effective if co-operative groups took the place of individual employers?

VIII. In what way does Mill define *Cost of Production?* Criticise Cairnes's attack on Mill's doctrine of the relation of Cost of Production to Value.

FRIDAY, 20TH JANUARY, 2 TO 5 P.M.

POLITICAL ECONOMY.

Second Paper.

I. Explain what Bagehot calls the anomalies and dangers of the English Banking system.

II. "The fluctuations in the value of money are greater than those in the value of most other commodities" (Bagehot). Explain in what sense this is true and how it comes about.

III. Discuss (1) the effects on the purchasing power of the rupee which would be produced by the Indian Government imposing a seigniorage on the coinage of silver equal to say, 30 per cent. of the the value of the metal.

(2) the advantages and disadvantages of an inconvertible paper currency limited approximately to the amount of bullion that would otherwise be used as money.

IV. 1. Explain clearly what Mill means by the Equation of International Demand.

2. How is it that international values tend to be determined differently from values within the same country?

V. Under what circumstances would it be possible for a protective duty to stimulate manufactures in the country imposing it without causing loss to the country as a whole?

VI. Discuss Mill's proposal that the State should take to itself

by taxation, or assumption of the land, the "unearned rent increments" which now go into the pockets of the landholder.

VII. State and carefully criticise Adam Smith's Canons of Taxation.

VIII. Do the Custom House returns of imports and exports, assuming them to be accurate, form a safe criterion for calculating the "balance of trade" between two countries? If not, show what other circumstances may have to be taken into account.

SATURDAY, 21ST JANUARY, 10 A.M. TO 1 P.M.

ESSAY ON POLITICAL ECONOMY.

Write an Essay on *one* of the following subjects.

I. Has the Free-trade policy of England been advantageous?

II. The application of the "historic method" to Political Economy.

III. The demand now being raised in England that Local Boards and Municipalities should furnish work to the unemployed.

BRANCH VI.—ENGLISH.

MONDAY, 16TH JANUARY, 10 A.M. TO 1 P.M.

COMPARATIVE PHILOLOGY.

N.B.—Candidates in English and Sanskrit need not give any answer bearing on the Dravidian languages in the last question.

I. Give a brief account of the growth of the science of Comparative Philology.

II. 1. Among what races have we to seek for the primitive Aryans, and on what grounds?

2. State the different theories held by scholars with regard to the ancient home of the Aryans and the reasons on which each theory is based.

III. "What anatomy is to physiology that phonology is to the science of language." Explain this.

IV. Explain the following:

Musical sound, articulate sound, udātta, pitch, Shamanism, Totemism, guna, assimilation, and dissimilation.

V. Draw a map and locate the various branches of the Aryan family.

VI. Mention the most important points wherein the Aryan languages agree with each other and those wherein they differ.

VII. How far does identity of languages indicate that of races? Give examples.

VIII. Explain the axiom of Broca that the ethnic characters of the first order of importance are not linguistic but physical.

IX. 1. Describe the origin of mythology and state the different views held regarding the subject.

2. What is the relation which mythology bears to language?

3. Explain the terms: allegory, fable, and folklore, and show their difference.

X. What is the help derived by history and grammar from the science of comparative philology?

XI. What is the conclusion arrived at by comparative philology with regard to the period of man's past existence?

XII. Give the scheme of articulations discoverable in the earliest Indo-European languages.

XIII. 1. Mention all the neuter singular suffixes of nouns and the past participle suffixes found in the Aryan and Dravidian languages, and show how far they are similar.

2. Give from the Aryan and Dravidian languages words allied to the following: hemp, heart, fulgeo (to shine), rice, chal (to go), mah (to be great), better, nail and brow.

3. Write philological notes on the following words, showing any orthographical peculiarity you see in them and give other examples from the Aryan and Dravidian languages: Batch, taught, young, redaction, ephemeral.

MONDAY, 16TH JANUARY, 2 TO 5 P.M.

HISTORY OF THE ENGLISH LANGUAGE.

I. 1. Enunciate the chief arguments usually employed against the adoption of an alphabet based on strictly phonetic principles; and show how you would reply to them.

2. Explain and illustrate the present phonetic values of the symbol *g* when initial, and account for these historically as far as you can. What changes has a medial or final Anglo-Saxon *g* undergone?

II. Illustrate the following statement: The Aryan *t* first of all shifted into *th*; the fricative thus produced and also the voiceless fricative *s* when inherited from the Aryan afterwards became, when medial and in voiced company, themselves voiced; but remained unchanged when following an accented syllable.

III. 1. Construct a table showing the various inflexions of the noun in Anglo-Saxon in its different declensions.

2. Which of these inflexions survive or have left traces in (*a*) the language of Chaucer, and (*b*) Modern English; and what explanations have you to offer of the greater permanency of the surviving forms?

IV. 1. How were the participle, gerundial infinitive, infinitive and verbal noun distinguished in Anglo-Saxon?

2. Define a *participle*, and remark fully on the italicised words in: *Standing* by the *writing*-table near the window, he began *addressing* the crowd outside, but on *catching* sight of the clock on

a *neighbouring* church tower, he saw he had no time for *making* a long speech.

V. Trace very briefly the history of '*shall*' and '*will*,' remarking on their use in Anglo-Saxon, explaining Shakespeare's employment of them, and indicating the principal changes that have taken place in their use since Shakespeare's time.

VI. Write full explanatory notes on the following extracts:

1. "Barbour's Bruce is as old as the poetry of Chaucer, but has a more modern appearance." *Skeat.*

2. And Frensch sche spak ful faire and fetysly,
After the scole of Stratford atte Bowe,
For Frensch of Parys was to hire unknowe. *Chaucer.*

3. Also Englysch men, þeyȝ hy hadde fram þe bygynnyng þre maner speche, Souþeron, Norþeron and Myddel speche, as hy come of þre manor people of Germania; noþeles, * * * in menye þe contray longage ys apeyred. *John of Trevisa.*

4. T'adorn their English with French scraps,
* * * *
And, while they idly think t'enrich,
Adulterate their native speech. *Samuel Butler.*

VII. 1. Write full notes on the forms of the following: *lest*, *mice*, *methinks*, *to-logged*, *parcelmel*; and indicate the original forms of the prefix in *alike*, *along*, *avert*, *ado*, *aware*, *apace*.

2. The following words occur in your M.E. text-books: *defy*, *vernicle*, *foreyne*, *impeach*, *talent*, *darreyne*; give their derivations, remarking on any changes of spelling or meaning they may have undergone.

VIII. What are the chief differences in the arrangement of words in Anglo-Saxon and Modern English sentences, and what explanation have you to offer of the changes that have taken place?

TUESDAY, 17TH JANUARY, 10 A.M. TO 1 P.M.

TEXT-BOOKS.

Sweet's Anglo-Saxon Reader, Langland and Barbour (Morris and Skeat's Specimens of Early English), Chaucer—The Knightes Tale and The Legend of Good Women.

N.B.—Only *four* of Questions II.(*c*), III., VII., IX.(*a*), IX.(*b*) need be answered.

I. Give a close rendering in Modern English of the following extracts:

1. Þā hīe þā ealle gegaderode wǣron, þā offōron hīe þone hęre hindan æt Buttingtūne, on Sæferne staþe, ǫnd hine þǣr ūtan besǣton on ǣlce healfe, on ānum fæstenne. Þā hīe ðā fela wucena sǣton on twā healfe þǣre é, ǫnd se cyng wæs west on Defnum wiþ

þone sciphęre, þā wǣron hīe mid męteliēste gewǣgde, ęnd hæfdon micelne dǣl þara horsa freten, ęnd þā ōþre wǣron hungre ācwolen. Þā ēodon hīe ūt tō ðǣm mǫnnum þe on ēasthealfe þǣre é wīcodon, ęnd him wiþ gefuhton; ęnd þā Cristnan hæfdon sige. Ęnd þǣr wearð Ordhēh cyninges þegn ofslægen, ęnd ēac mǫnige ōþre cyninges þegnas ofslægen; ęnd se dǣl þe þǣr aweg cōm wurdon on flēame genęrede.

2. Þǣr hæbbað hēo on ǣfyn ungemet lange
ealra fēonda gehwilc fȳr ednēowe,
Þonne cymð on uhtan ēasterne wind,
forst fyrnum cald; symble fȳr oððe gār,
Sum heard geswinc habban sceoldon:
worhte man hit him tō wīte, hyra woruld wæs gehwyrfed,
forman sīðe fylde hęlle
mid þām andsacum.

II. 1. Remark on the grammar or idiom of the underlined words in the first extract of the preceding question, parsing in full where necessary.

2. Point out in the second passage the chief peculiarities of the metre of Anglo-Saxon poetry.

3. What views have been held as to the origin of the name of the reputed author of the second extract?

III. The Vision of Piers Plowman has been termed a 'peculiarly national' poem. How would you justify this criticism?

IV. Translate into Modern English:

1. Seþþe charite haþ be chapmon and cheef to schriuen lordes,
Mony ferlyes han bi-falle in a fewe ȝeres.
But holychirche bi-ginne holde bet to-gedere,
þe moste mischeef on molde mounteþ vp faste.

2. Symonye and Siuile I seende hem to warne
Þat holichirche for hem worþ harmet for evere.

3. Þei punnisschen þe peple priveliche and ofte,
And recheþ þorw Regratorie and Rentes hem buggeþ,
Wiþ þat þe pore people schulde puten in heore wombe;
For toke þei on trewely þei *timbrede* not so hye.

V. 1. Explain the grammar of the underlined words in (1) and (2) of the preceding question, and illustrate the italicised word in (3) from the "Fall of the Angels."

2. Write brief notes on the forms *sixt* (þou þis peple), (what is þis) *to mene*, (er heo þeonne) *ȝeode*, *kyngene* kyng, (þat liuen) be *hem-seluen*.

VI. Explain briefly the allusions in (1) 'þe Foure Ordres,' and (2) 'and corse þe kyng and al his counseil aftur such lawes to loke laborers to chaste.'

VII. Sum up very briefly the opinion you have formed of the literary merits of Barbour's "Bruce," and name the other works of which he was the author.

VIII. 1. Render into Modern English:

(*a*) Schir, it is na *myster*
To trow in-till us any ill.

(*b*) For thai thre men, vithouten less,
War his fayis all vtrely,
And had vachit so besaly,
To se quhen thai vengeans myght tak
Of the kyng for Iohne cwmynys sak,
That thai thoucht than thai laser had;
And sen he *hym* allane wes stad
In hy thai thoucht thai suld him sla,
And gif that thai mycht cheviss swa,
Fra that thai the kyng had slayn,
That thai mycht vyn the vode agayn
His men, thai thoucht, thai suld nocht dreid.

2. Illustrate the italicised word in (1) from Chaucer; explain the grammar of the italicised word in (2); and point out six instances in the above extracts in which the dialect of Barbour differs from the dialect of your text of Langland.

IX. 1. Discuss briefly the question of the date of the composition of the Legend of Good Women.

or

1. From what source did Chaucer take his Knightes Tale and what reasons are there for supposing that a previous version of the tale had been composed by him? Name other works of Chaucer in which he has borrowed from the same source.

2. Name the Good Women of whom Chaucer has left us tales, and briefly indicate the evidence that exists for supposing that the series is incomplete.

or

2. Show by a reference to your text on what day of the weeк and at what hours of the day Palamon, Arcite and Emelye, respectively, visited the temples of their patron deities.

X. 1. Scan the following lines giving your reasons:

(*a*) That gif I mighte skape fro prisoun.

(*b*) Ne I ne aske nat to-morwe to have victorie.

2. Write a short note explaining the rime values of final -ye, -y, -ee in Chaucer.

XI. Paraphrase:

(1) Suffyceth me, thou make in this manere,
That thou reherce of al hi· lyfe the grete,
After thise olde auctoures listen trete.

(2) It is ful fair a man to bere him evene,
For al day meteth men at unset stevene.

(3) And sikerly ther trowede many a man
That, nevere, siththen that the world bigan,
As for to speke of knighthod of here hond,
As fer as God hath maked see or lond,
Nas, of so fewe, so noble a companye.

XII. 1. Remark on the forms; *Chaucer*-bleynte, fer ne neer; *Barbour*-begouth, releyt.

2. Give the meanings of the phrases; *Langland*, for knowynge of Comers; lord hit þo for-ȝelde;—*Barbour*, vounder will of vayn; bryng hym of daw;—*Chaucer*, his nekke lith to wedde; wher shall I become?

TUESDAY, 17TH JANUARY, 2 TO 5 P.M.

TEXT-BOOKS.

Milton. Dryden. Shelley. Wordsworth. Byron. Browning. Tennyson.

I. 1. Criticize Milton's treatment of the War in Heaven.

2. Give illustrations of the harmony of Milton's verse and the skill with which he adapted sound to sense.

II. 1. What was the position of religious affairs in England at the time Dryden wrote *The Hind and the Panther?*

2. Write explanatory notes on the following:

(*a*) His ragged tail betwixt his legs he wears
Close clapped for shame; but his rough crest he rears,
And pricks up his predestinating ears.

(*b*) False Reynard fed on consecrated spoil;
The graceless beast by Athanasius first
Was chased from Nice, then by Socinus nursed.

(*c*) And Luther, more mistaking what he read,
Misjoins the sacred body with the bread.

(*d*) And much they grieved to see so nigh their hall
The bird that warned St. Peter of his fall.

(*e*) The Lion buys no converts; if he did,
Beasts would be sold as fast as he could bid.

III. 1. Write a short *critique* on either *Hellas* or *Epipsychidion*.

2. Explain clearly and tersely the meaning of the following sonnet on political greatness:

Nor happiness, nor majesty, nor fame,
Nor peace, nor strength, nor skill in arms or arts,
Shepherd those herds whom tyranny makes tame;
Verse echoes not one beating of their hearts;

History is but the shadow of their shame;
Art veils her glass, or from the pageant starts
As to oblivion their blind millions fleet,
Staining that Heaven with obscene imagery
Of their own likeness. What are numbers, knit
By force or custom? Man who man would be,
Must rule the empire of himself! in it
Must be supreme, establishing his throne
On vanquished will. quelling the anarchy
Of hopes and fears, being himself alone.

IV. 1. It has been said of Wordsworth that 'much of his work is prosaic in thought but the form of it is always poetic.' Examine the applicability of this criticism to *The Prelude*, and illustrate your remarks by quotation of, or reference to, particular passages.

2. What was Wordsworth's attitude towards the French Revolution, as described by himself in *The Prelude?*

V. 1. To what class of poetical composition does *Childe Harold* belong?

2. What are its chief merits and its chief defects? Quote any passage which you consider to be of special excellence, and explain in what its excellence consists.

3. Write explanatory notes on the following passages:

(*a*) There thou too, Vathek, England's wealthiest son,
Once form'd thy Paradise.

(*b*) Behold each mighty shade revealed to sight,
The Bactrian, Samian sage, and all who taught the right!

(*c*) And wild and high the 'Cameron's Gathering' rose,
The war-note of Lochiel.

(*d*) The Niobe of nations! there she stands,
Childless and crownless, in her voiceless woe.

(*e*) Rienzi! last of Romans!

VI. 1. Describe the character of Charles as pourtrayed by Browning, and show the tendency of Henrietta's influence over him.

2. Who was Lady Carlisle, and what were her relations with Strafford?

3. Explain the allusions in the following:

(*a*) *Hampden.* Ireland is Aceldama.

(*b*) *Savile.* Not to Whitehall—
'Tis to the Lords they go: they seek redress
On Strafford from his peers—the legal way,
They call it.

(*c*) *Pym.* * * All have done their best; indeed,
From lion Eliot, that grand Englishman,
To the least here.

VII. 1. From what source did Tennyson obtain the materials for his *Idylls of the King?* Explain, in a general way, his method of utilising this material.

2. Give a short sketch of any *two* of the following characters:

Lynette	Elaine	Pelleas
Vivien	Gawain	Geraint.

VIII. The following well-known quotations are taken from the poetical works prescribed for this examination. State the poem in which each occurs and give the context:

1. Gone—glimmering through the dream of things that were.
2. We needs must love the highest when we see it.
3. The fatal gift of beauty.
4. And kind as kings upon their coronation day.
5. To know
   That which before us lies in daily life,
   Is the prime wisdom.
6. It is the little rift within the lute
   That by and by will make the music mute.
7. Sapping a solemn creed with solemn sneer.

WEDNESDAY, 18TH JANUARY, 10 A.M. TO 5 P.M.

ESSAY.

Write an essay on the following:

"In his verse Tennyson is as truly 'the glass of fashion and the mould of form' of the Victorian generation in the nineteenth century as Spenser was of the Elizabethan Court, Milton of the Protectorate, Pope of the reign of Queen Anne."

THURSDAY, 19TH JANUARY, 10 A.M. TO 1 P.M.

TEXT-BOOKS.

Spenser: *The Faerie Queene, Book* iii., *Epithalamium, Prothalamium.* Shakespeare: *The Comedy of Errors, Coriolanus, Lear, Winter's Tale.* Ben Jonson: *Cataline.* Massinger: *A New Way to Pay Old Debts.*

I. 1. Illustrate and criticize Spenser's use (*a*) of archaisms in language and grammar, (*b*) of alliteration.

2. In what years and on what occasions were the Epithalamium and the Prothalamium respectively composed and published?

II. 1. Explain the allusions in the following:

(*a*) Me seemes I see Amintas wretched fate,
To whom sweet Poets verse hath given endlesse date.

(*b*) The six Islands, comprovinciall
In auncient times unto great Britainee.

(*c*) Next whereunto there standes a stately place,
Where oft I gayned giftes and goodly grace
Of that great Lord, which therein wont to dwell.

(*d*) For thou likewise didst love, though now unthought,
And for a fleece of wooll, which privily
The Latmian shepherd once unto thee brought,
His pleasures with thee wrought.

2. Briefly annotate the following and state context:

(*a*) Gan choose his Dame with Bascimano gay. (*b*) Beyond the Africk Ismael. (*c*) Having farre off espyde a Tassell gent. (*d*) Could not arise the counter-chaunge to scorse. (*e*) Might wanting measure moveth surquedry. (*f*) Then enterprised praise for dread to disavaunce. (*g*) That at his backe a brode Capuccio had.

III. Give the approximate dates of composition of the four Plays of Shakespeare included among the text-books, with a summary of the *data* by which the date is fixed for *any one* play.

IV. Some critics have regarded the Comedy of Errors as merely a farce, while others have seen in it an inner significance and a tragic background. Show by quotations from, or references to, the Play which view is correct.

V. Contrast briefly the characters of Goneril and Regan.

VI. 1. What do you consider the leading idea of Coriolanus? Has the Play a political motive?

2. Sketch the characters of Volumnia and Virgilia.

VII. Whence did Shakespeare derive the subject of the Winter's Tale, and how does he vary the story from that found in his original?

VIII. Illustrate and explain Shakespeare's use of the following words:—Stale, practice, tent, carbonado, bolted, harlot, liking, havoc.

IX. Write brief explanatory notes on the following, stating name of speaker and context:

1. Mistress, *respice finem*, respect your end; or rather the prophecy like the parrot, "Beware the rope's end."—*Comedy of Errors.*

2. A three-suited, hundred-pound, filthy, worsted-stocking knave, a lily-livered, action-taking knave.—*Lear.*

3. So our virtues
Lie in the interpretation of the time;
And power, unto itself most commendable,
Hath not a tomb so evident as a chair
To extol what it hath done.—*Coriolanus.*

4. For life, I prize it
As I weigh grief, which I would spare; for honor
'Tis a derivative from me to mine,
And only that I stand for.—*Winter's Tale.*

5. Renege, affirm, and turn their halcyon beaks
With every gale and vary of their masters.—*Lear.*

X. 1 What was the date of the Catalinian conspiracy, and what were the true relations of parties in Rome at the time? Is Jonson's view of the attitude of Cicero, Cæsar and Cato historically correct?

2. Explain the allusions in the following passages:

(*a*) They help thee by such aids as geese and harlots.

(*b*) Thy fortunes too
I glance not at, which hang but till next Ides.

XI. 1. "The New Way to Pay Old Debts is a keen and powerful

satire on the misgovernment which furnishes arms to the wicked." Comment on this.

2. Write brief notes on the following passages:

(a) Which if they had been practiced at Breda, Spinola might have thrown his cap at it and ne'er took it.

(b) Art thou scarce manumised from the Porter's lodge,
And now sworn servant to the pantoffle,
And darest thou dream of marriage.

XII. Explain—Plymouth cloak, brache, abram-men, barathrum of the shambles, padders.

THURSDAY, 19TH JANUARY, 2 TO 5 P.M.

TEXT-BOOKS.

Bacon, Addison, Johnson, and Carlyle.

I. 1. Vindicate learning from the three discredits it has received from Divines *or* from three of those received from Politicians.

2. What are the judgments of Æsop's cock, Midas, Paris, Agrippina and Ulysses which Bacon despairs of reversing?

3. Enumerate the "three profound kinds of fallacies in the mind of man which inwardly infect and corrupt the state thereof." By what names are they called, and what class is added to them in the Novum Organum?

4. Explain fully the meanings attached by Bacon to the words "metaphysic," "magic" and "form."

II. Show your familiarity with Addison's views by a remark on each of the following passages:

1. Though brutish that contest and foul
When reason hath to deal with force, yet so
Most reason is that reason overcome.

2. Nor stayed
But, with swift wheel reverse, deep entering, shared
All his right side.

3. Forthwith, on all sides, to his aid was run
By angels many and strong.

4. Charged not to touch the interdicted tree.

5. Oh, when meet now
Such pairs, in love and mutual honour joined?

III. (*Only two sub-divisions of this question to be attempted.*)

1. Why are Aristotle's rules incomplete, and from which of them does Addison differ?

2. Comment on the introduction into an Epic of the characters of Sin and Death.

3. How does Milton excel his predecessors in the Epic in the conformability of speeches to speakers? Illustrate this from Paradise Lost, Bks. V.—VIII.

IV. 1. On what grounds does Burke repudiate the "Rights of Man" as understood in France?

2. Summarise his views on Church Establishment.

V. 1. Describe and account for the general tone of Johnson's "Life of Milton."

2. Compare or contrast Johnson's and Addison's views on (*a*) rhyme, (*b*) Bossu's theory on the morals of Epic Poems.

3. What is Johnson's view on Milton's innovations in education, *or* on the "Simile of the Angel"?

VI. 1. Write a short account of one of the following: The Jacobin Club, the Affair of Nanci, the Girondins, the Feuillans, the Mountain.

2. Sketch the character of Danton *or* Mirabeau.

VII. Point out characteristic features of Carlyle's style in the following passage:

"But outwards, behold, O Thuriot, how the multitude flows on, welling through every street: tocsin furiously pealing, all drums beating the générale: the suburb Saint-Antoine rolling hitherward wholly, as one man! Such vision (spectral, yet real) thou, O Thuriot, as from the Mount of Vision, beholdest in this moment: prophetic of what other Phantasmagories, and loud-gibbering Spectral Realities, which thou yet beholdest not, but shalt!"

VIII. Annotate

1. "The West Indian Prometheus had no intelligence with the European because of the rareness with them of flint."

2. "We spurn from us with disgust and indignation the slanders of those who bring us their anecdotes with the attestation of the flower-de-luce on their shoulder."

3. "Human ill-nature needs but some Homoiousian iota, or even the pretence of one, and will copiously flow through the eye of a needle."

4. "All Anarchy, All Evil, Injustice, is, by the nature of it, *dragon's teeth*, suicidal, and cannot endure."

IX. 1. Who were "the Anacreon of the Guillotine" and "One of Heaven's Swiss", and why were they so called?

2. Explain the expressions: Enceladus Revolt, Astrœa Redux, Bed of Justice, That Limbo near the Moon, Pentecost Night.

FRIDAY, 20TH JANUARY, 10 A.M. TO 1 P.M.

LATIN: TRANSLATION.

I. Translate into English;

1. Quum Hannibal Carthagine expulsus Ephesum ad Antiochum venisset exsul, proque eo, quod eius nomen erat magna apud omnes gloria, invitatus esset ab hospitibus suis ut Phormionem Peripateticum, si vellet, audiret; quumque se non nolle dixisset, locutus esse dicitur homo copiosus aliquot horas de imperatoris officio et de omni

re militari. Tum quum caeteri, qui illum audierant, vehementer essent delectati, quaerebant ab Hannibale quidnam ipse de illo philosopho iudicaret. Poenus non optime Graece, sed tamen libere respondisse fertur, multos se deliros senes saepe vidisse; sed, qui magis quam Phormio deliraret, vidisse neminem. Neque mehercule iniuria. Quid enim aut arrogantius aut loquacius fieri potuit quam Hannibali, qui tot annos cum populo Romano omnium gentium victore certasset, Graecum hominem, qui nunquam hostem, nunquam castra vidisset, nunquam denique minimam partem ullius publici muneris attigisset, praecepta de re militari dare.

2. Terra finesque Iudaeorum, qua ad orientem vergunt, Arabia terminantur: a meridie, Ægyptus obiacet: ab occasu, Phoenices et mare. Septentrionem a latere Syriae longe prospectant. Corpora hominum salubria et ferentia laborum: rari imbres, uber solum. Exuberant fruges nostrum ad morem, praeterque eas balsamum et palmae. Palmetis proceritas et decor. Balsamum modica arbor: ut quisque ramus intumuit, si vim ferri adhibeas, pavent venae; fragmine lapidis aut testa aperiuntur: humor in usu medentium est. Praecipuum montium Libanum erigit; mirum dictu, tantos inter ardores opacum fidumque nivibus. Idem amnem Iordanem alit, funditque. Nec Iordanes pelago accipitur: sed unum atque alterum lacum integer perfluit; tertio retinetur. Lacus immenso ambitu, specie maris, sapore corruptior, gravitate odoris accolis pestifer, neque vento impellitur, neque pisces aut suetas aquis volucres patitur. Incertae undae: superiacta, ut solido, ferunt: periti imperitique nandi perinde attolluntur. Certo anni bitumen egerit; cuius legendi usum, ut caeteras artes, experientia docuit.

3. Iam nox hibernas bis quinque peregerat horas,
Excubitorque diem cantu prædixerat ales:
SIMULUS exigui cultor quum rusticus agri,
Tristia venturae metuens ieiunia lucis,
Membra levat sensim vili demissa grabato,
Sollicitaque manu tenebras explorat inertes . . .
Interdum clamat Cybalen: erat unica custos,
Afra genus, tota patriam testante figura,
Torta comam, labroque tumens et fusca colore,
Cruribus exilis, spatiosa prodiga planta.
Hanc vocat atque arsura focis imponere ligna
Imperat, et flamma gelidos adolere liquores.

Hortus erat iunctus casulae, quem vimina pauca
Et calamo recidiva levi munibat arundo,
Exiguus spatio, variis sed fertilis herbis.
Non illi deerat quod pauperis exigit usus.
Si quando vacuum casula pluviaeve tenebant,
Festave lux, si forte labor cessabat aratro:
Horti opus illud erat. Varias deponere plantas
Norat, et occultae committere semina terrae,
Vicinosque apte cura submittere rivos.

FRIDAY, 20TH JANUARY, 10 A.M. TO 1 P.M.

TAMIL: TRANSLATION.

Translate into English:

1. உறத்தகும்மர சிராமற்கென் றுவக்கின்றமனத்தைத்
துறத்திநீயெனுஞ் சொற்சுடு நின்குலத்தொல்லோர்
மறத்தல்செய்கிலாத் தருமத்தை மறப்பதும்வழக்கன்
றறத்திணூஉங்கினிக் கொடிதென லாவதொன்றியா

2. மின்னவிருஞ் செம்பொன்மணி மாடக்கூடன் [தே.
மேயசிவன் யாமெழுதி விடுக்குமாற்ற
நன்னர்முகி லெனப்புலவர்க் குதவுஞ்சேர
நரபாலன் சாண்கதன்போ னம்பாலன்ப
னின்னிசையாழ்ப் பத்திரன்றன் மாடேபோந்தா
னிருநிதியுங் கொடுத்துவர விடுப்பதென்னத்
தென்னர்பிரான் றிருமுகத்தின் செய்திநோக்கிச்
சேரர்பிரான் களிப்பெல்லை தெரியாஞனன்.

3. நல்காதொழியா னமக்கென்றன்
ஞமம்பிதற்றி நயனநீர்
மல்காவாழ்த்தா வாய்குழறு
வணங்காமனத்தா னினைந்துருகிப்
பல்காலுன்னைப் பாவித்துப்
பரவிப்பொன்னம் பலமென்றே
யொல்காநிற்கு முயிர்க்கிரங்கி
யருளாயென்னை யுடையானே.

4. தானேயு மிவ்வுலக மொருமுதலு மாகாத்
தன்மையினாற் படைத்தளிக்குந் தலைமையதுவான
கோனாக வொருமுதலிங் குண்டெனவம் யூகங்
கூட்டியதுஞ் சகமுடிவிற் குலவுறுமெய்ஞ் ஞான
வானாக வம்முதலே நிற்குநிலை நம்மான்
மதிப்பரிதா மெனமோனம் வைத்ததுமுன் மனமே
யானாலு மனஞ்சடமென் றழுங்காதே யுண்மை
யறிவித்த விடங்குருவா மருளிலதொன்றிலையே.

5. மக்களே போல்வர் கயவ ரவரன்ன
ஒப்பா ரியாங்கண்ட தில்.

6. விஷ்ணுவானவர் யாவருந் தமக்கடியார்களேயாயினுந் துஷ்டர்களை நிக்கிரகித்துச் சிஷ்டர்களைப் பரிபாலனஞ்செய்யுந் தன்மையராதலால், அசுரர்களுக்கு அமுதமீயாமல், அமரர்களுக்கே ஈந்தார். அமரர்களும் அசுரர்களுந் தமது நியமனத்தின்படி

மந்தரபருவதத்தை மத்தாகவும் வாசுகியைக் கடைகயிறாகவுங் கொண்டு திருப்பாற்கடலைக் கடையும்போது எம்பெருமானார் தேவர்களை வாசுகியின் வாலைப்பிடிக்கும்படியாகவும் அசுரர்களைத் தலையைப்பிடிக்கும்படியாகவும் நியமித்துத், தாமும் ஒரு திருமேனியைத் தரித்துத் தேவர்கள் பக்கத்திலேயும், வேறொரு திருமேனியைத் தரித்து அசுரர்கள் பக்கத்திலேயும் நின்று வாசுகியின் வாலையுந் தலையையும் பிடித்து வலமும் இடமுமாக இழுத்துக் கடைந்தருளினார்.

7. என்னே யரசர் தன்மை! மன்னுயிர்க்
காக்கமு ம்ழிவு மவர்தங் கடைக்கண்
ணோக்கி லுண்டாம் வல்லமை நோற்றுப்
பெற்றார்; பெற்றவப் பெருமையின்பாரம்
உற்று நோக்குவரோ லுடனடுங் காரோ?
கருப்போ தேனோ வென்றவர் களிப்பது
நெருப்பா றும்மயிர்ப் பாலமு மன்றோ?
விழிப்பா யிருக்கிற் பிழைப்பர்: விழியிமை
கொட்டிற்கோடி பிறழுமே. கொட்டும்
வாலாற் றேளும் வாயாற் பாம்புங்
காலும் விடமெனக் கருதி யாவையு
மடிமுதன் முடிவரை யாய்ந்தா ராய்ந்து
பாரா ராளும் பாரென் படாவே!

8. இஃது எமது காணியெனவும் இஃது எமது வீடெனவும் மண்ணை எனதென்று கருதி மண்ணாய் மடிந்துபோகின்றாய்! இங்ஙனம் எண்ணில் காலம் யாதொன்றை யாதொன்றை நீ விழைந்து கருதினாய், அந்த அந்த மயமாய் நின்றே இறந்தனை. இங்ஙனம் இறந்தும் பிறந்தும் இத்துன்பங்களில் மொத்துண்டு இன்னும் பற்றாநின்றாய்! நீ வெட்கமில்லாய்போலும்! பேதமைதானே நிறைந்த நெஞ்சமே! வியாதிகளுக்கு இடமாயுள்ள உடம்பு சடமாகலின் நாம் அறிவாகலின் இவ்வுடம்பே நமக்கு இடமன்றென்றால், இதனுக்கு இடமாயுள்ள மண்ணினை இடமென்று பிடிக்கவுந் தகுமோ? நீயே சொல்லுதி!

9. இங்கே இப்படியிருக்கப், பாண்டியன் நெடுஞ்செழியன் மனைவி, தீக்கனாக்கள் பலவற்றைக்கண்டு சென்று அவற்றைத் தன் கணவனோடு சொல்லிக்கொண்டிருந்தாள். அப்பொழுது கண்ணகி கோபந்தணியாதவளாய், அரண்மனை வாயிலை அடைந்து, வாயிலோனால் தன் வரவை அரசனுக் கறிவித்து, அவனனுமதிப்படி அவன்முன்சென்று, அவன் கேட்பத் தன்

ஊர் பேர் முதலியவற்றையும், ஆராயாது கோவலனைக் கொல்வித்த கொடுங்கோன்மையையும் வெகு துணிவாகச் சொல்லிக், கோவலன் கள்வனல்லனென்று தெளிவித்தற்பொருட்டுத் தன் சிலம்பினுள்ளேயுள்ள பரல் மாணிக்கமென்றாள்; அவன், தன் தேவி சிலம்பின் பரல் முத்தென்று சொல்லிக், கொல்லப்பட்ட கோவலனிடமிருந்து கிடைத்த சிலம்பை வருவித்துவைப்பக், கண்ணகி அதை யுடைத்தாள்; உடைக்கவே அதினின்றும் மாணிக்கப்பரல் தெறித்தது.

FRIDAY, 20TH JANUARY, 2 TO 5 P.M.

LATIN: TRANSLATION.

I. Translate into Latin:

1. The Hungarian chiefs who stood around Maria Theresa were excited to an almost frantic degree of enthusiasm. The deep breathless silence which had allowed each tone of her exquisite voice, each word of her touching but still dignified appeal, to sink deep into every heart, was succeeded by the clashing of sabres and the loud exclamations of devotedness until death. The warlike nobles blended rage with their feelings of admiration and pity; they drew their swords half out of their scabbards, then flung them back to the hilt with a martial sound which re-echoed through the lofty hall, while every voice joined in the thundering acclamation, "Moriamur pro rege nostro Maria Theresa!" The heroic firmess of the queen now for a moment deserted her. Weakened by long anxiety and temporary illness, she was unable to restrain her emotion, and burst into a flood of tears. At this sight the enthusiastic sympathy of her chivalrous nobles was excited to fury.

2. Ah well, Ellesmere, there is one delight you cannot take away from literature—the sympathies it evokes and the friendships it creates. By its aid, across wide seas and from the very depths of time, men stretch out their hands to one another, being brethren in soul. If to think the same of the republic has always been considered a stern bond of fellowship, what must be that communion which arises from agreement on matters of deeper concern than any politics and still more perhaps from that harmony in the lighter touches of thought, expression and feeling, which constitutes the very essence of personal friendship. With men whom we have never seen we may thus have a dear and intimate communion; and could these friends from afar enter the room, though it might be in a strange garb and speaking a strange language, we should welcome them at once as old friends and should already think we knew many of their most familiar ways.

FRIDAY, 20TH JANUARY, 2 TO 5 P.M.

TAMIL: TRANSLATION.

Translate into Tamil:

1. Glamis thou art, and Cawdor, and shalt be
What thou art promis'd. Yet do I fear thy nature;
It is too full o' the milk of human kindness
To catch the nearest way. Thou wouldst be great;
Art not without ambition, but without
The illness should attend it: what thou wouldst highly,
That wouldst thou holily; wouldst not play false,
And yet wouldst wrongly win: thou'dst have, great Glamis,
That which cries, 'Thus thou must do, if thou have it;'
And that which rather thou dost fear to do
Than wishest should be undone.

2. I should be much for open war, O Peers,
As not behind in hate, if what was urged
Main reason to persuade immediate war
Did not dissuade me most, and seem to cast
Ominous conjecture on the whole success;
When he who most excels in fact of arms,
In what he counsels and in what excels
Mistrustful, grounds his courage on despair
And utter dissolution, as the scope
Of all his aim, after some dire revenge.

3. The power of the sun's rays in heating the ground varies with the angle at which they strike the ground. When the sun is elevated on the meridian 45° above the horizon, his rays fall perpendicularly on the side of a hill facing the south at an equal angle, while the plain below receives them at an angle of 45°. Supposing the north side of the hill to have a similar slope, the rays would run parallel to its surface, and their effect be very trifling; but if the declivity were still greater, the whole surface would be in the shade; thus temperature varies with the inclination of the earth's surface.

4. Universities are not intended to teach the knowledge required to fit men for some special mode of gaining their livelihood. Their object is not to make skilful lawyers, or physicians, or engineers, but capable and cultivated human beings. It is very right that there should be public facilities for the study of professions. It is well that there should be Schools of Law, and of Medicine, and it would be well if there were schools of engineering, and the industrial arts. The countries which have such institutions are greatly the better for them; and there is something to be said for having them in the same localities, and under the same general superintendence, as the establishments devoted to education properly so called. But these things are no part of what every generation owes to the next, as that on which its civilisation and worth will principally depend. They are needed only by a comparatively few, who are under the

strongest private inducements to acquire them by their own efforts: and even those few do not require them until after their education, in the ordinary sense, has been completed. Whether those whose speciality they are, will learn them as a branch of intelligence or as a mere trade, and whether having learnt them, they will make a wise and conscientious use of them or the reverse, depends less on the manner in which they are taught their profession, than upon what sort of minds they bring to it—what kind of intelligence, and of conscience, the general system of education has developed in them. Men are men before they are lawyers, or physicians, or merchants, or manufacturers; and if you make them capable and sensible men, they will make themselves capable and sensible lawyers or physicians. What professional men should carry away with them from an University, is not professional knowledge, but that which should direct the use of their professional knowledge, and bring the light of general culture to illuminate the technicalities of a special pursuit. Men may be competent lawyers without general education, but it depends on general education to make them philosophic lawyers—who demand, and are capable of apprehending principles, instead of merely cramming their memory with details. And so of all other useful pursuits. Education makes a man a more intelligent shoemaker, if that be his occupation, but not by teaching him how to make shoes; it does so by the mental exercise it gives, and the habits it impresses.

SATURDAY, 21ST JANUARY, 10 A.M. TO 1 P.M.

HISTORY OF ENGLISH LITERATURE.

I. State the more important theories as to the origin and interpretation of *Beowulf*.

II. Trace the influence of the Arthurian romance on English Literature from earliest times down to the present day.

III. During what period was English Literature most subject to Italian influence? Discuss and illustrate fully the nature of this influence.

IV. 1. Sketch briefly the drama of the Restoration, mentioning the leading characteristics and the principal writers.

2. "He thought that the buskin of dramatic rhyme might give dignity and propriety to the licentious step of the tragedian." Who is referred to? Show to what extent this idea affected the drama of the Restoration.

V. Show your acquaintance with *four* of the following, by giving the name of the author, the approximate date, and a short description of each. (One must be taken from each pair): The Temple, The Deserted Village; The Curse of Kehama, Essays of Elia; Hypatia, Romola; Crown of Wild Olives, The Earthly Paradise.

VI. "There are few periods of poetical development in English Literature which display in a comparatively narrow compass such

well-marked features as the period of Caroline poetry, beginning, it may be, a little before the accession of Charles I., but terminating as a producing period almost before the real accession of his son." Mention the chief poets of this period with their main characteristics.

VII. 1. Contrast the humour of Addison, Swift and Butler, referring to the works in which it is mainly exhibited.

or

2. Indicate the main lines of contrast between the philosophic thought of Tennyson and that of Browning.

VIII. Write a brief biographical sketch, name the chief works, and state the leading features of the style, of *one* of the following: Sir Philip Sidney, Hooker, Jeremy Taylor.

BRANCH VI.—SANSKRIT.

MONDAY, 16TH JANUARY, 2 TO 5 P.M.

HISTORY OF THE SANSKRIT LANGUAGE.

I. From what source do we know that several Prâkrits existed already in the third century B.C.?

II. In what languages are written the sacred texts: (1) of the Northern Buddhists; (2) of the Southern Buddhists; (3) of the Digambaras; (4) of the Svêtâmbaras?

III. What kinds of Prâkrit occur in the dramas?

IV. Explain the terms अनुक्रमणी, निरुक्ति and show their importance for the elucidation of the Vedic hymns.

V. What relations existed between Pânini, Kâtyâyana and Patañjali, and what are their respective dates?

VI. Explain the system of accentuation in the Rigvêda.

VII. What forms of the Infinitive, Gerund and Gerundive are peculiar to the Vêdas?

VIII. Mention the Vedic and Prakritic declensional peculiarities, and give examples.

IX. Give the various forms in which the interrogative pronoun in Sanskrit is found and show the modifications they have undergone in their meanings and uses.

X. Write notes on the suffixes of the underlined words in the following:

तत्पुरुष, तदीय, एवावत्, भगोस्, अन्येद्युस्, किम्, मट्टिनी.

XI. Are the lingual consonants originally found in Sanskrit? Give copious instances in support of your statement.

TUESDAY, 17TH JANUARY, 10 A.M. TO 1 P.M.

TEXT-BOOKS.

Rig-Veda and *Yaska Nirukta.*

N.B.—Answers to Questions I. and VIII. should be in *Sanskrit.*

I. Explain:

1. सदृशीरद्य सदृशीरिदु श्वो दीर्घं सचन्ते वरुणस्य धाम । अनवद्यास्त्रिंशतं योजनान्येकैका क्रतुं परि यन्ति सद्यः ॥

2. पूर्वे अर्द्धे रजसो अप्त्यस्य गवां जनित्र्यकृत प्र केतुं। व्युप्रथते वितरं वरीय ओभा पृणन्ती पित्रोरुपस्था ॥

3. रथाय नावमुत नो गृहाय नित्यारित्रां पद्वतीं रास्यग्ने। अस्माकं वीराँ उत नो मघोनोजनां श्च या पारयाच्छर्म या च ॥

II. 1. Give an account of दध्यङ्

2. Why is Agni called अग्निपुत्र and अपान्नप्तृ, and Marut, सूर्यपुत्र?

3. Distinguish between तोक and तनय.

4. What different etymologies does Sáyanáchárya give for each of the following: ऋभुक्षाः, द्विमाता, रुद्रः, यातयज्जनः and त्वष्टा?

5. Define and give examples of अत्यष्टि, अतिशक्करी and विराड्रूपा.

6. Give the Padapátha of—

सुगुरसत्सुहिरण्यः स्वश्वो बृहदस्मै वय इन्द्रो दधाति ।

यस्त्वा यन्तं वसुना प्रातरित्वो मुक्षीजयेव पदिमुत्सिनाति ॥

III. 1. What Vedic words correspond to कुरु (a verb), सदा, कीर्तनीयं, पातुं, कुत्र, गन्तृतम, and कुर्वाण?

2. In what peculiar sense is each of the following words used in the portion of the Rig-Veda you have studied: समुद्र, रथ and निर्ऋति?

3. Give the meaning of पाजः, तन्यतुः, वरिवः, बस्रि, कृशनम्, मत्सरः, स्यूः, अप्सम्, आता and निर्णिक्.

IV. 1. नॄःपात्रं—What rules of sandhi apply in this combination?

2. Account for the absence of sandhi in the following:

(a) स्वाहाकृतस्य समृतृण्णुत ऋभवः ॥

(b) क्षेत्रमिव विमंमुस्तेजनेन एकं . . . . ॥

3. Account for the elongation of vowel in the Samhitá of the following:

(a) यथाप्रसूता सवितुः सवायैं एवा रात्र्युषसेयोनिमारैक् ॥

(b) मृळा नो रुद्रोत नो मयस्कृधि ॥

4. Write grammatical notes on the following words: हत्या, गोषुयुधं, सुम्नावरी, इळूस्पद, जीव्री and करीकृतः.

V. 1. (a) शिक्षतं, (b) नेत्री, (c) विश्पतिः, (d) सध्र्यक् ॥

Account for the *svara* of the final in (a), (b), and (d) and of the penultimate in (c).

2. Account for the absence of निघात in the Padapātha of

(a) याभिर्भरेकारमंशाय जिन्वथस्ताभिरूषुऊतिभिर-
श्विनागतं ॥

(b) यद्वांपज्रासो अश्विना हवंते यातमिषाच विदुषे
च वाजं ॥

(c) त्वन्नो अस्या इंद्र दुर्हणायाः पाहि वज्रिवोदुरि-
ताद्रभीके ॥

VI. 1. संग्राम and कर्म.

Give the synonyms of these words as given in the Nirukta, underlining such of them as occur in your portion of the Rig-Veda.

2. What rule of Yaska differentiates the significance of न? Illustrate it.

VII. 1. Give Yaska's explanation of मूर्धा, मिथुन, साम, उष्णिक् and नक्ता.

2. Explain the following and illustrate (c) and (d).

(a) तद्यत्र स्वरसंस्कारौ समर्थौ प्रादेशिकेन गुणेनान्वितौस्यतां संविज्ञातानितानि.

(b) इतरेतरजन्मानो भवन्ति.

(c) अथाप्याद्यन्तविपर्य्ययो भवति.

(d) अथापि वरुणस्यैकस्य आदित्यप्रवादास्तुतिर्भवति.

3. Give in a tabular form the ऋतुच्छन्दस्तोमसामानि of the deities of the three regions.

VIII. 1. देवतानां पुरुषविधाः स्तुतयो भवन्ति.

2. अग्निर्वैश्वानरोनेतरः.

3. जातवेदा इन्द्र इति क्रौष्टुकिः, अग्निरिति शाकपूणि.

(*a*) Sketch the arguments proving (1) and (2).

(*b*) Upon what grounds did क्रोष्टुकि establish (3) and how were they refuted by शाकपूणि.

IX. Mention any historical and geographical facts which you discover in the portion of the Rig-Veda you studied and in Yaska Nirukta.

TUESDAY, 17TH JANUARY, 2 TO 5 P.M.

TEXT-BOOKS.

Harshacharita and *Kávyaprakása.*

I. 1. Mammata says that literary productions serve the following purposes:

काव्यं यशसेऽर्थकृते व्यवहारविदे शिवेतरक्षतये ।
सद्यःपरनिर्वृतये कान्तासंमिततयोपदेशयुजे ॥

Which of those are, in your opinion, essential, and which accidental? How far does the *Harshacharita* satisfy these essential purposes? Illustrate your answer.

2. What evidence is there to support the supposition that *Harshacharita* is an earlier production of Bána than his *Kádambari?*

II. Write explanatory notes so as to bring out fully the meaning of the following passages:

1. यत्रच, मातङ्गगामिन्यश्शीलवत्यश्च, गौर्यो विभवरताश्च, श्यामाः पद्मरागिण्यश्च, धवलद्विजशुचिवदनाः मदिरामोदश्वसनाश्च, चन्द्रकान्तवपुषः शिरीषकोमलाङ्ग्यश्च, अभुजंगगम्याः कंञ्चुकिन्यश्च, लावण्यवत्यो मधुरभाषिण्यश्च, अप्रमत्ताः प्रसन्नोज्ज्वलरागाश्च, अकौतुकाः प्रौढाश्च, प्रमदाः ॥

2. तस्य, सती पार्वतीव शङ्करस्य, गृहीतहृदया लक्ष्मीव लोकगुरोः, स्फुरत्तरलतारका रोहिणीव कलावतः, सर्वजनजननी बुद्धिरिव प्रजापतेः, सकललोकार्चितचरणा त्रयीवधर्मस्य, गोत्रवृद्धिरिव विलासानाम्, प्रायश्चित्तशुद्धिरिव स्त्री-

त्वस्य, अनभ्रवृष्टिरिव वैदग्ध्यस्य, यशःपुष्टिरिव चारित्रस्य, सौभाग्यपरमाणुसृष्टिरिव प्रजापतेः, यशोवतीनाम महादेवी ललास ॥

III. 1. Paraphrase the following passage in simple, clear and direct Sanskrit :

दृष्ट्वा च प्रथमदुःखसंपातमथ्यमानमतिः आशङ्कित इव भागधेयेभ्यस्समभवत् । अन्तकपुरवर्तिनमेव पितरममन्यत। निराकृत इवान्तः करणेन क्षणमासीत् । अवधूतश्च धैर्येण क्षेत्रीकृतः क्षोभेण रिक्तीकृतो रत्या विषयीकृतो विषादेन पावकमयमिव हृदयमुद्वहन् विषमविषदूषितानीव मुह्यन्तीन्द्रियाणि बिभ्राणः तमसा रसातलमपि विशेषयन् शून्यत्वेनाकाशमप्यतिशयानो नाविन्दत कर्मव्यम् । पस्पर्श च हृदयेन भियं उत्तमाङ्गेन च गाम् ॥

2. What is the purpose which the introductory stanzas at the commencement of each of the chapters of the *Harshacharita*, excepting the first one, are intended to serve ?

IV. 1. Define an अलङ्कार.

"जितेन्द्रियत्वं विनयस्य कारणं
गुणप्रकर्षो विनयादवाप्यते ।
गुणप्रकर्षेण जनोऽनुरज्यते
जनानुरागप्रभवा हि संपदः"

Explain why Mammata holds that there is no *Alankára* in the above *Slóka ?* How can स्वभावोक्ति be an *Alankára ?* Explain and illustrate.

2. Some hold that simile (उपमा) is the mother of all figures of speech, and suggestiveness, their life. State, explain and illustrate your view regarding the matter.

3. The development of rhetoric and criticism is seen invariably to follow the golden age of any literature. Why is it so? What is, in your opinion, the golden age of Modern Sanskrit literature? And what rank would you assign to Mammata among writers on Sanskrit rhetoric? Give reasons for your answer, and name some of the more important early writers on Sanskrit rhetoric.

V. 1. What is अनुप्रास? How many varieties of it are there? Explain and exemplify them.

2. Write short commentaries in Sanskrit on the following *Slókas* so as to explain fully their grammar, rhetoric and prosody:

(*a*) भक्तिप्रह्वविलोकनप्रणयिनी नीलोत्पलस्पर्धिनी
ध्यानालंबनतां समाधिनिरतैर्नीते हितप्राप्तये ।
लावण्यस्य महानिधी रसिकतां लक्ष्मीदृशोस्तन्वती
युष्माकं कुरुताम् भवातिशमनं नेत्रे तनुर्वाहरेः ॥

(*b*) महदेसुरसन्धम्मे तमवसमासङ्गमागमाहरणे ।
हरवहुसरणं तं चित्तमोहमवसरउमे सहसा ॥

VI. 1. Define the figure of speech known as विशेष, and explain and illustrate its three varieties. In discussing this figure of speech Mammata quotes the following *Slóka* from an earlier writer; explain it fully and point out for what purpose the quotation is made:

सैषा सर्वत्र वक्रोक्तिरनयार्थे विभाव्यते ।
यत्नोऽस्यां कविनाकार्यः कोऽलङ्कारोऽनया विना॥

2. Define and point out by quoting illustrative passages the distinguishing characteristics of the *Alankáras* known as अधिक, अतिशयोक्ति, and उत्प्रेक्षा.

3. What are the *Alankáras* in the following *Slókas*?

(*a*) अखिलेषु विहङ्गेषु हन्त स्वच्छन्दचारिषु ।
शुक पंजरबन्धस्ते मधुराणां गिरां फलम् ॥

(b) विललाप सबाष्पगद्गदं सहजामप्यपहाय धीरताम्।
अतितप्तमयोऽपि मार्दवं भजते कैव कथा शरीरिणाम्

(c) बिंबोष्ठ एव रागस्ते तन्वि पूर्वमदृश्यत।
अधुना हृदयेऽप्येष मृगशाबाक्षि दृश्यते॥

(d) गर्वमसंवाह्यमिमं लोचनयुगलेन किं वहसि मुग्धे।
सन्तीदृशानि दिशिदिशि सरस्सु ननु नीलनलिनानि॥

WEDNESDAY, 18TH JANUARY, 10 A.M. TO 1 P.M.

ESSAY.

Write an essay in Sanskrit on the following subject:
"The duties of a Brahman."

THURSDAY, 19TH JANUARY, 10 A.M. TO 1 P.M.

TEXT-BOOKS.

Sukranīti, *Mitāksharā*, and *Asvalāyana Grihyasutra.*

I. Enumerate and explain the six political principles laid down for the guidance of the king.

II. How are dispossessed princes to be dealt with?

III. 1. Define व्यवहारपद.

2. Enumerate the three kinds of evidence, and explain what the weight is attaching to each.

3. When may recourse be had to दिव्यप्रमाण?

IV. 1. What rules of limitation does Mitákshará lay down?

2. What is the son's obligation to pay his father's debts?

V. 1. Define दाय, अप्रतिबन्धदाय and सप्रतिबन्धदाय.

2. State clearly what the points at issue are in the disquisition about the nature of property, and explain what their bearing is on the question of inheritance and alienation.

VI. 1. Define विभाग.

2. State what effects are अविभाज्य and how they are to be disposed of in a partition.

VII. 1. What are the four periods when partition may take place?

2. What are the rights (*a*) of a son born after partition, (*b*) of a son born after adoption, (*c*) of a posthumous son?

VIII. Explain the terms सपिण्ड, समानोदक and बन्धु.

IX. 1. Explain who may re-unite.

2. As between the re-united half brother and a whole brother not re-united, who succeeds to the deceased brother's estate?

X. 1. Explain clearly how the fire is got ready in a homa and how the पवित्र is made.

2. Name a few observances that are कृताकृत.

XI. 1. "दुर्विज्ञेयानि लक्षणानि" How is it proposed to get over the difficulty?

2. Who does the उपस्तरण, अभिघारण, and हवन in लाजहोम on marriage occasions? Assign reasons for your answer.

3. Explain how the bride takes the seven steps (सप्तपदी).

XII. 1. What is the proper time for the performance of पुंसवन, अनवलोभन, सीमन्तोन्नयन, अन्नप्राशन, चौल, गोदान and उपनयन?

2. Describe the ceremony of समावर्तन.

XIII. 1. What are the five yajñas?

2. On what occasions are the following texts recited?

(*a*) जीवंरुदंति विमयंते अध्वरेदीर्घामनुप्रसितिंदीधियुर्नरः ॥

(*b*) मधुवता ऋतायते मधुक्षरंति सिन्धवः माध्वीर्नः सन्त्वोषधीः ॥

(*c*) प्रेहि प्रेहि पथिभिः पूर्व्येभिर्यत्रानः पूर्वेपितरः परेयुः ॥

3. What is the प्रायश्चित्त for sleeping in the day-time?

XIV. 1. Explain the following passages with special reference to the underlined words and phrases, when any:

(a) अथ सायंप्रातः सिद्धस्य हविष्यस्य जुहुयात् ॥

(b) उदगयन आपूर्य्यमाणपक्षे कल्याणे नक्षत्रे चौलकर्मोपनयन गोदान विवाहाः ॥

(c) त्वमर्यमाभवासियत् कनीनामिति विवाहेचतुर्थी ॥

(d) पश्चादग्नेर्दृषद्दश्मानं प्रतिष्ठाप्य..... ॥

(e) विवाहाग्निमुपसमाधाय..... ॥

(f) अन्येन्यापहृतं द्रव्यं विभक्ते यत्तुदृश्ते ॥
तत्पुनस्ते समैरंशैः विभजेरन्निति स्थितिः ॥

2. Write short notes on वैतानिक, गृह्य, पाक in पाकयज्ञ and इषुमात्रावर.

THURSDAY, 19TH JANUARY, 2 TO 5 P.M.

TEXT-BOOKS.

Nâgânanda and *Mâlavikâgnimitra.*

I. To what class of dramatic composition does the Nâgânanda belong? Discuss fully the authorship of the play and of its sister play the Ratnâvalî, and fix the time of their composition. What is the Rasa of the Nâgânanda?

II. Show by quoting or referring to passages in the Nâgânanda the Buddhistic character of the play. Name a few other Sanskrit plays in which Buddhist characters occur and describe at least two of such characters. How would you account for the occurrence of Buddhist characters in Hindu dramatic literature.

III. What objections does Wilson urge against Kâlidâsa being the author of the Mâlavikâgnimitra, and how are these objections met? Show by comparison with the Sakuntalâ and the Vikramorvasîya the identity of authorship of these three plays.

IV. What do you understand by the term Prâkrit? How are Prâkrits classified? Discuss the question of the origin of these

dialects and mention some of their peculiarities as distinguished from Sanskrit. What part do they play in Sanskrit drama?

V. Give the Prâkrit equivalents of the following:

1. विद्याधरदारिका. 2. गुरुजनशुश्रूषानुरागः.

3. व्यापादय माम्. 4. त्वं द्वाररक्षको भव.

5. सर्पेण दष्टोऽस्मि. 6. वन्दे.

VI. Explain the following, paying particular attention to the underlined words and phrases and making references to the context:

1. क्लेशान् विहाय मम शत्रुबुद्धिरेव.

2. तुए एक्को वण्णओ आणत्तो, मए उण इह एव्व सुलअपञ्चराइणो वण्णआ आणीदेत्ति.

3. व्यक्तिर्व्यञ्जनधातुना दशविधेनाप्यत्र लब्धामुना
विस्पष्टो द्रुतमध्यलम्बितपरिच्छिन्नस्त्रिधायं लयः ।
गोपुच्छप्रमुखाः क्रमेण यतयस्तिस्रोऽपि सम्पादिता
स्तत्वोद्यानुगताश्च वाद्यविधयः सम्यक् त्रयो दर्शिताः॥

4. विश्वामित्रः श्वमांसं श्वपचइव पुराभक्षयद् यन्निमित्तं
नाडीजङ्घो निजघ्ने कृततदुपकृतिर्यत्कृते गौतमेन ।
पुत्रोऽयं कश्यपस्य प्रतिदिनमुरगानत्ति तार्क्ष्यो यदर्थं
प्राणांस्तानेष साधुस्तृणमिव कृपया यः परार्थं ददाति॥

5. आर्त्तं कण्ठगतप्राणं परित्यक्तं स्वबन्धुभिः
त्राये नैनं यदि ततः कः शरीरेण मे गुणः

6. जीमूतस्तनितविशङ्किभिर्मयूरै -
रुद्गीवैरनुरसितस्य पुष्करस्य ।

निर्ह्रादिन्युपहितमध्यमस्वरोत्था
मायूरी मदयति मार्जना मनांसि ॥

7. पसीददु भट्टिणी किं दद्दुरा वाहरन्तित्ति देवो पुढविं विसुमरदि.

8. परभृतकलव्याहारेषु त्वम् आत्तरतिर्मधुम्
नयसि विदिशातीरोद्यानेष्वनङ्ग इवाङ्गवान् ।
विजयकरिणाम् आलानाङ्कैरुपोढबलस्यते
वरद वरदाराधोवृक्षैः सहावनतो रिपुः ॥

VII. Detail the event in the life of Buddha Sâkya Muni, to which reference is made in the opening śloka of the Nâgânanda.

VIII. Quote and annotate the śloka in which the different treatments of snake-bite are enumerated.

IX. What is the historical basis of the Mâlavikâgnimitra, and how far does the historical account differ from that given in the drama ?

X. Describe the grammatical system of Panini and show its advantages and disadvantages.

Write short grammatical notes on the following:

भवितव्यम्, तदारभ्य, तण्डुलः पच्यति, अशूशुवत्, आर्चिचत्, अक्षत, अहत, उपचस्कार.

FRIDAY, 20TH JANUARY, 10 A.M. TO 1 P.M.

SANSKRIT: TRANSLATION INTO ENGLISH.

Translate into English :

1. यं त्वं रथमिन्द्र मेधसातयेऽपाका सन्तमिषिर प्रणयसि प्रानवद्य नयसि ।
सद्यश्चित्तमभिष्टये करो वशश्च वाजिनम् ।
सास्माकं मनवद्य तूतुजान वेधसामिमां वाचं न वेध-

साम् ॥ १ ॥

स श्रुधि यः स्मा पृतनासु कासुचिद्दक्षाय्य इन्द्र भरहूतये नृभिरसि प्रतूर्तये नृभिः ।

यः शूरैः स्वः सनितायो विप्रैर्वाजं तरुता ।

तमीशानास इरधन्त वाजिनं पृक्षमत्यं न वाजिनम्॥२॥

दस्मो हि ष्मा वृषणं पिन्वसि त्वचं कांचिद्यावीररुं शूर मर्त्यं परिवृणक्षि मर्त्यम् ।

इन्द्रोत तुभ्यं ताद्विवे तद्दुदाय स्वयशसे ।

मित्राय वोचं वरुणाय सप्रथः सुमृळीकाय सप्रथः॥३॥

अस्माकं व इन्द्रमुश्मसीष्टये सखायं विश्वायुं प्रासहं युजं वाजेषु प्रासहं युजम् ।

अस्माकं ब्रह्मोतयेऽवा पृत्सुषु कासुचित् ।

नहि त्वा शत्रुः स्तरते स्तृणोषि यं विश्वं शत्रुं स्तृणोषि यम् ॥ ४ ॥

नि षू नमातिमति कयस्य चित्तेजिष्ठाभिररणिभिर्नोतिभिरुग्राभिरुग्रोतिभिः ।

नेषि णो यथा पुराननोः शूरमन्यसे ।

विश्वानि पूरोरप पर्षि वह्निरासा वह्निर्नो अच्छ॥ ५ ॥

प्रतद्दोचेयं भव्यायेंदवे हव्यो न य इषवान्मन्म रेजति रक्षोहा मन्म रेजति ।

स्वयं सो अस्मदा निदो वधैरजेत दुर्मतिम् ।

अवस्रवेदघशंसोऽवतरमव क्षुद्रमिव स्रवेत् ॥ ६ ॥

वनेम तद्धोत्रया चितंत्या वनेम रायं रयिवः सुवीर्यं
रण्वं सन्तं सुवीर्यम् ।
दुर्मन्मानं सुमन्तुभिरेमिषा ष्टचीमहि ।
आ सत्यामिरिन्द्रं द्युम्नहूतिभिर्यजत्रं द्युम्नहूतिभिः॥७॥

2. कीळन्तौ पुत्रैर्नप्तृभिरिति यथो एतन्नियतवाचो युक्तयो नियतानुपूर्व्या भवन्तीति लौकिकेष्वप्येतद्यथैन्द्रग्नीपितापुत्राविति यथो एतद्ब्राह्मणेन रूपसंपन्ना विधीयन्त इत्युदितानुवादः स भवति यथो एतदनुपपन्नार्थाभवन्तीत्याम्नायवचनादहिंसाप्रतीयेत यथो एतद्विप्रतिषिद्धार्था भवन्तीति लौकिकेष्वप्येतद्यथासपत्नेऽयं ब्राह्मणोऽनमित्रो राजेति यथो एतज्जानन्तं संप्रेष्यतीति जानन्तमभिवादयते जानते मधुपर्कं प्राह यथो एतदादितिः सर्वमिति लौकिकेष्वप्येतद्यथा सर्वरसा अनुप्राप्ता पानीयमिति यथो एतदविस्पष्टार्था भवन्तीति नैषस्थाणोरपराधो यदेनमन्धो न पश्यति पुरुषापराधस्सभवति यथा जानपदीषु विद्यातः पुरुषविशेषो भवति पारोवर्यवित्सु तु खलु वेदितृषु भूयोविद्यः प्रशस्यो भवति ॥

3. नरपतिस्तु क्षीणभूयिष्ठायां क्षपायां प्रवातुमारब्धे प्रबुध्यमानकमालिनीनिश्वासमुरभौ वनदेवताकुचांशुकापहरणपरिहासस्वेदनीव सावश्यायशीकरे परिमलाकृष्टमधुकृति कुमुदनिद्रावाहिनि निशापरिणतजडे तुषारलेशिनि वनानिले विरहविधुरचक्रवाकचक्रानिश्वसितसंतापितायामिव अपरजलनिधिमवतरन्त्यां त्रियामायां साक्षादागतलक्ष्मीविलोकनकुतूहलिनी-

ष्विव समुन्मीलन्तीषु कमलिनीषु उन्निद्रपक्षिणिक्षरति कुसुमविसरमिव तुहिनकणनिकरं मृदुपवनलासितलते कानने कमललक्ष्मीप्रबोधमङ्गलशङ्खेष्विव रसत्स्वन्तर्बद्धस्वनन्मधुकरेषु मुकुलायमानेषु कुमुदेषु उज्जिहानरविरथवाजिविसृष्टैः प्रोथपवनैः प्रोत्सार्यमाणस्विव वारुण्यां ककुभि पुञ्जीभवन्तीषु श्यामालताकलिकासु तारकासु मन्दराशिखराश्रयिणि मन्दानिललुलितकल्पलतावनकुसुमधूलिविच्छुरित इव धूसरीभवति सप्तर्षिमण्डले सुरवारणांकुश इव च्युते गलतितारामये मृगे त्रीनपिटीटिभादीन् गृहीत्वा नागयुद्धव्यतिकरमलीमसानि शुचिनि वनवापीपयसि प्रक्षाल्याङ्गानि नगरेविवेश.

4. एकैश्वर्ये स्थितोऽपि प्रणतबहुफले यःस्वयं कृत्तिवासाः
कान्तासंमिश्रदेहोऽप्यविषयमनसां यःपरस्ताद्यतीनाम्
अष्टाभिर्यस्य कृत्स्नं जगदपि तनुभिर्बिभ्रतो नाभिमानः-
सन्मार्गालोकनाय व्यपनयतु स वस्तामसीं वृत्तिमीशः॥

5. परभृतकलव्याहारेषु त्वमात्तरतिर्मधुम्
नयसि विदिशातीरोद्यानेष्वनङ्ग इवाङ्गवान् ।
विजयकरिणामालानाङ्गैरुपोढबलस्य ते
वरद वरदारोधोवृक्षैः सहावनतो रिपुः ॥

6. विरचितपदं वीरप्रीत्या सुरोपमसूरिभिः
चरितमुभयोर्मध्येकृत्य स्थितं क्रथकौशिकान् ।
तव हृतवतो दण्डानीकैर्विदर्भपतेःश्रियम्
परिघगुरुभिर्दोर्भिर्विष्णो; प्रसह्य च रुक्मिणीम् ॥

7. यस्य त्र्यम्बकमौलिखेलदमलस्वर्लोककल्लोलिनी-
लीलालङ्घनलम्पटेन यशसा दिग्भित्तयः क्षालिताः ।
सोऽपि त्वं जनकाधिराजतनयाबद्धाभिलाषः कथं
हा जातोऽसि पुलस्त्यसंततियशःशीतद्युतेर्लाञ्छनम् ॥

8. किंब्रूमो दशकंधरं निजचमूरक्षाकपाटीभवद्-
वक्षःपीठपतत्कठोरकुलिशाघातेषु जातस्मितम् ।
व्योमाभोगसरोविलासिनि वने यत्पाणिपङ्केरुहां
कैलासेन शिरःस्थितेन्दुकलिकोत्तंसेन हंसायितम् ॥

9. जा तुमं णिसग्गलावण्णचन्दलेहां णेवच्छलच्छीलं-
छणेणालंकिदुमिच्छन्ति तहाअ.
अयि तुह मुहलेहा चन्दबिम्बे सणेहा
दसणकिरणलच्छी अच्छजोह्णासरिच्छी ।
कुवलयदलदोणीकन्दराए वहन्ती
तरलबहलमिट्ठी दुद्धधारेव्व दिट्ठी ॥

FRIDAY, 20TH JANUARY, 2 TO 5 P.M.

TRANSLATION.

Translate into Sanskrit :

1. The golden age of India, like that of other regions, belongs exclusively to the past. In the sober investigation of facts, this imaginary era recedes still further and further at every stage of the inquiry ; and all that we find is still the empty praise of the ages which have passed. It must not be denied that a distant view of the miseries attendant on the half-savage state, is relieved on a closer examination by a multitude of minute traits in the manners and habits of a people, which break the force of despotism, or partially compensate, by a spirit of rude but manly independence, for the evils which that spirit must encounter. But if the comparative happiness of mankind in different ages be measured by its only true and rational standard, viz., the degree of peace and security which they shall be found collectively and individually to

possess, we shall certainly discover, in every successive step towards remote antiquity, a larger share of wretchedness to have been the portion of the human race. If the savage of early times can boast of any real superiority, it is in his exemption from that querulous spirit which distinguishes modern civilisation; it is in the happy but universal error peculiar to his character, that his state, and his alone, is wisest, happiest, and best. The force of these observations, general in their nature, is perhaps more strongly marked in the history of India than of any other region of the earth. At periods long antecedent to the Muhammadan invasion, wars, revolutions, and conquests seem to have followed each other in a succession more strangely complex, rapid and destructive, as the events more deeply recede into the gloom of antiquity. The rude valour which had achieved a conquest was seldom combined with the sagacity requisite for interior rule: and the fabric of the conquered state, shaken by the rupture of its ancient bonds, and the substitution of instruments clumsy, unapt and misapplied, either fell to sudden ruin or gradually dissolved. If the energies of a new dynasty sometimes preserved, for a few generations, the semblance of wisdom and vigour, still the imperceptible consequences of wealth, by relaxing its force, subverting the allegiance of its subjects and dependent chiefs, or inciting the cupidity of its neighbours, had already undermined the tottering state when it appeared to have attained its highest prosperity. Whether these revolutions were produced by a sudden or a gradual dissolution of the former Government, the consequences were nearly the same. Almost every village became a separate state, in constant warfare with its neighbours; the braver and more fortunate chiefs enlarging their boundaries, and augmenting their force; and thus proceeding by rapid strides to the erection of new dynasties.

2. Enslaved by various passions, men
Profound self-knowledge fail to gain;
Some yield to pride of birth, and scorn
All those in humbler stations born;
By wealth elated, some look down
On mortals cursed by fortune's frown;
While others, trained in learning's schools,
Contemn the unlearn'd, and call them fools.
All quickly others' faults discern;
Their own to check they cannot learn.
But soon a time arrives when all,—
The wise, the foolish, great and small,
The rich, the poor, the high, the low,
The proud, the humble,—hence must go.
Within the graveyard lone reclined,
Their pomp, their rags, they leave behind.
Soon, soon their lifeless frames a prey
Become to sure and sad decay.
When forms, once fair, of flesh are reft,
And only skeletons are left,

Say, then, of all the bones around
That strew the sad funereal ground,
What eye has power to recognise
Those of the rich, the great, the wise?
When all by death's impartial blow
Shall, undistinguished, soon lie low,
Why, why should now the proud, the strong,
The weak, the lowly, seek to wrong?

SATURDAY, 21ST JANUARY, 10 A.M. TO 1 P.M.

HISTORY OF SANSKRIT LITERATURE.

I. Give a brief account of the grammatical literature of Sanskrit, and mention the most important works and their authors.

II. What are the branches of Sanskrit literature which have received foreign influence?

III. 1. When was writing first used in Sanskrit? Discuss the opinions regarding the origin of writing in Sanskrit and give your own opinion with reasons.

2. Mention the most ancient written record and manuscript known to us in Sanskrit.

IV. 1. State briefly what you know regarding Bāna, Bhavabhūti, Sāyanāchārya Śaṅkarāchārya, Kathāsaritsāgara, Brihatsamhita, Rajataraṅgiṇī, Vikramánkadêvacharita and Vākyapadīya, Vāsavadattā, and Mahāpurāṇa.

2. Who were the authors of the following works: Pārvatīpariṇaya, Subhāshitāvali, Sūktimuktāvali, Chaturvargachintāmaṇi, Mahāvamsa, Hanumannāṭaka?

3. Give the dates of Kapila the author of the Sānkhya philosophy, Bhartrihari, Jayadeva, Rudrata, Kayyata, Vāmana, Kshīrasvāmin and Kshemendra.

V. What Sanskrit works were translated into foreign languages in ancient times?

VI. Mention the references you have found in Sanskrit literature to female education.

VII. What are the views of Professor Weber regarding the stories of the Ramāyana, the Mahābhārata, and the Bhāgavata Purāṇa? Give your own opinion with reasons.

VIII. Describe the origin of the Purāṇas and state for what purpose they were written.

IX. On what part of Sanskrit literature are the religions of the Hindus founded? Is Sanskrit literature the sole authority for those religions?

BRANCH VI.—KANARESE AND TAMIL.

MONDAY, 16TH JANUARY, 2 TO 5 P.M.

HISTORY OF THE KANARESE LANGUAGE.

I. 1. State fully the grounds on which the history of Kannada has been divided into *three* periods.

2. Fix approximately the dates of each, giving reasons for your answer.

3. Note with examples the points of difference between the languages of the first two periods.

II. 1. In the following passage, quoted with certain alterations from an inscription of Śaka year 873, restore the orthographical and other peculiarities of the language of that period :—

ಈಸ್ಥಿತಿಯು ತಪ್ಪದ ಹಾಗೆ ಊರೊಡೆಯ ಪಿಟ್ಟಯ್ಯನು ಕಾಲಿಗೆ ಎರೆಯಲು ಕಾಳ್ತೆಯುಮ್ಮನೂ ಅಚಪ್ಪಯ್ಯನೂ ಕಾಲನ್ನು ಕಳ್ಳಿ ಹನ್ನೆರಡು ಮಟ್ಟರ್ಕೈಯ್ಯನ್ನು (*mattars* of culturable land) ಕೊಟ್ಟರು. ಇವರಿಂ ಮೇಗಳಿದು ಐವದಿಂಬರು (The Fifty) ಕಾಪಾಡುವರು. ಇದನ್ನು ತಪ್ಪದೆ ನಡೆಯಿಸಿದಾತನಿಗೆ ಕವಿಲೆ ಕೋಡನ್ನು ಹೊನ್ನೂ ಬೆಳ್ಳಿಯೂ ಕಟ್ಟಿ "ಸಾಯಿಪ್ಪಾರ್ವರ್ಗೆ" ದಾನವನ್ನು ಕೊಟ್ಟಫಲವೂ ಏಳ್ಕೋಟಿ ತಪೋಜನಕ್ಕೆ ವಾರಣಾಸಿಯಲ್ಲಿಯೂ ಪ್ರಯಾಗೆಯಲ್ಲಿಯೂ ಸಹಸ್ರಭೋಜನವನ್ನು ಮಾಡಿದ ಫಲವಾಗುವದು. ಇದನ್ನು ಅಳಿದಾತನು ಪಂಚಮಹಾಪಾತಕನು ಹೋದ ಲೋಕಕ್ಕೆ ಹೋಗುವನು.

2. Point out the Tadbhava words in the passage and those that are in a state of transition towards modern Tadbhava forms.

III. 1. What sounds in Kannada are purely Dravidian, and what have been introduced by Sanskrit influence ?

2. State fully Kesiraja's view on the subject and give reasons for your own wherever it may differ from his.

3. What ಅಚ್ಚಗನ್ನಡ words are written with ಷ in ಹೊಸಗನ್ನಡ ? How were they written formerly ?

IV. Regarding the pre-Aryan civilisation of the Dravidians it is said that they could count up to a hundred. What derivations of the Kannada numerals have been suggested to support this conclusion ?

V. Name a work in Kannada which professes to be written "ಸೊಗಯಿಪ ಸಕ್ಕದಂ ಬೆರಸಿಲ್ಲದ ಕನ್ನಡದಲ್ಲಿ ಕಬ್ಬಮಂ ಬಗೆಗೊಳೆ"—In what sense may the work be said to have shown its independence of Sanskrit ?

VI. Describe briefly the influence which Saiva and Vaishnava writers have exerted on the Kannada *language*.

VII. ಆದಿವಸ ಝಾವರಾತ್ರಿಯಲ್ಲಿ ಕಳ್ಳನ ಪತ್ತೆ ಹಿಡಿಯುವದಕ್ಕಾಗಿ ದಳವಾಯಿಯು ನಿರಾಜಿಪಾಗು ಸುತ್ತಿಕೊಂಡು ಕಿನ್ಹಾಪಿನ ಹಾಲುಕುಪ್ಪಸ ತೊಟ್ಟು, ದಮಾಸ್ ಬೆಗೆಯನ್ನಿಟ್ಟು, ಜೋಡುವೆಟ್ಟಿಕೊಂಡು, ತನ್ನ ಕಡೆಯ ಐವತ್ತು ಓಲೆಕಾರರನ್ನು ಊರಹೊರಗೆ ಉಕ್ಕಡದ ಬಳಿಯಲ್ಲಿ ನಿಲ್ಲಿಸಿದನು. ಆಗ ಅರಸು ಮಗನು ಕೋಟೇ ಪಾಗರದ ಬುಡದಲ್ಲಿ ಬಂದು ಜಾಗದಲ್ಲಿ ಗುಡಿಸಲುಮಾಡಿಕೊಂಡು ಬಿದುರು ಚಿಬ್ಬಲುಗಳಲ್ಲಿ ಭಂಗೀಸೊಪ್ಪು, ತಂಬಾಕು, ಎಲೆ ಅಡಿಕೆ ಸುಂಣ ಚಕ್ಕುಲಿ ಮುಂತಾದ ಸಾಮಾನುಗಳನ್ನು ಇಟ್ಟುಕೊಂಡು, ಅವುಗಳನ್ನು ಗಂಟುಕಟ್ಟಿ ಇಡುವದಕ್ಕೆ ಬಂದು ಪೆಟ್ಟಿಗೆ ಯನ್ನಿಟ್ಟುಕೊಂಡು, ತೇಪೆಪಂಚೆ ಉಟ್ಟುಕೊಂಡು, ಕಂತೆ ಬೊಂತೆ ಬೈರವಾಸ ಹೊದ್ದುಕೊಂಡು, ಬಡಕೋವುಟಿಗನಂತೆ ಮಾರುವವನೋಪಾದಿಯಲ್ಲಿ ಕೂತಿದ್ದನು.

Re-write all the words in this passage in a tabular form according to the various languages from which they are derived. *N.B.*—ತದ್ಭವ words ought to be distinguished from ತತ್ಸಮ and their ತತ್ಸಮ forms given.

VIII. 1. Have we any reasons to believe that the early Kannada authors were doubtful as to the dialect in which they should write?

2. Account for the form ದಾವ for ಯಾವ.

3. ಈ ಹಾಳು ಜಮಾಬಂದಿಯಂದಿಗೆ ಆದಾತೋ ಕಾಣೆ. ಅಪ್ಪಪ್ಪಾ ಪರಣಹೊಯ್ತಾ ಅದೆಯಲ್ಲಪ್ಪಾ'. Point out in this the deviations from correct grammar. Account for them and show wherever you can that the same cause as has produced the incorrect forms has also given us forms which are acknowledged as correct.

IX. Trace the history of the words ತನಕ, ಬಳಿಕ, ಆಪೆನು, ವರೆಗೆ, ಮಾಡಿತು.

X. Analyse ಕಬ್ಬಿಣ and ಎಣ್ಣೆ and state what inferences may be drawn from their derivation.

XI. Discuss as fully as you can the theory that Kannada is not cognate with Sanskrit.

TUESDAY, 17TH JANUARY, 10 A.M. TO 1 P.M.

KANARESE: TEXT-BOOKS.

Pampa Rāmayana and *Kalāvati Parinaya.*

I. Determine the date of Pampa Ramayana from internal and external evidence. What is the real name of the author and how is it determined? What evidence is there that there are other works by the same author? Name those known.

II. 1. What is the orgin of the Ramakatha according to ಅಭಿನವಪಂಪ?

2. The Ramayana is by some said to be allegorical. If so, what is its allegorical meaning? What support is there to the theory in the ಪಂಪರಾಮಾಯಣ?

3. In what peculiar manner does the author introduce his name ಅಭಿನವಪಂಪ in the first stanza of an āswasa?

4. Why does he call ರಾಮ and ಲಕ್ಷ್ಮಣ by the names ಬಲಾಚ್ಚುತರ್?

III. 1. ಅಭಿನವ ಪಂಪ seems to have a very high sense of the mission of poetry. Quote or give the substance of his remarks on the point, and give some instances where he has attempted to fulfil this mission in his poem.

2. Did the Jainas respect caste? Support your answer by references to the poem.

3. How does ಅಭಿನವಪಂಪ explain the origin of the names ಕೃತಯುಗ and ಇಕ್ಷ್ವಾಕುಕುಲ?

4. What evidence is there in the poem to show that girls were educated at the time to which the story refers?

IV. 1. Compare the description of ಸಾಕೇತಪುರ in ಪಂಪರಾಮಾಯಣ with that of ಲೀಲಾವತಿನಗರ or any other city as given in ಕಲಾವತಿ ಪರಿಣಯ.

2. Give the epithets used by ಅಭಿನವ ಪಂಪ to describe the character of ನಾರದ, and point out by a reference to his deeds in the text, the appropriateness of those epithets.

V. Explain clearly the meaning of the following in Kanarese:

1. ಜೀವಾಜೀವ ದ್ರವ್ಯ ಪ
ರಾವರ್ತ್ತನ ಹೇತುವರ್ತ್ತನಾ ಲಕ್ಷಣ ಸ

ದ್ಭಾವಂ ನಿತ್ಯಮಮೂರ್ತ್ತಂ
ಕೇವಲಗವ್ಯಂ ಸದಾನುವೇಯಂ ಕಾಲಂ.

2. ಕ್ರಮದೈವರಿಂದ ಹಾದಂ
ಡಮಯ್ವರುಂ ಮನುಗಳಿಂದ ಹಾಮಾದಂಡಂ
ಸಮನಿಸೆಹಾಮಾ ದಿಗ್ದಂ
ಡಮಯ್ವರಿಂದಾಯ್ತು ಭರತನಿಂ ತನುದಂಡಂ.

3. ತೊಡವುಗಳೆಡ್ಡ ಮಾವನಿತರಿಂ ತನಗಕ್ಕುವೆಂ ಗಾಡಿಗಾಡಿವೆಂ
ಯ್ದೊಡವೆನೆಮಾಸಿರೂಪುಗರೆ ದಿರ್ದೊಡಮಾತನರೂಪಿದೊಂದುಕ
ಣ್ದೊಡವೆನೆ ಜೇರಿದೊಂದು ಬಗೆಗಿಕ್ಕಿದ ಠಕ್ಕೆನೆ ವಸ್ಯದೊಂದು ಕ
ಣ್ದೊಡವೆನೆ ನೋಳ್ಪನೋಟಕರ ಕಣ್ಗೊಳಗಾದುದು ಕಣ್ಣಪಾ
[ಸೆವೋಲ್

VI. Give the similes used in ಪಂಪ ರಾಮಾಯಣ in the following cases:

1. ಪಡೆಮಾತೇ ಸರುವತ್ತು ನಾಲ್ಕು ಕಳೆಯಿಂ ತತ್ಕೋವಿದರ್ಮೆ
ಚ್ಚೆನೂ ರ್ಮಡಿವೇಲಾದವು ರಾಮಲಕ್ಷ್ಮಣರಿನೇಂ ಸತ್ಸೇವೆ
ಸಾಮಾನ್ಯಮೇ.

2. ಒಡಲಿಂ ಪೋದುದು ಮುನಿಸಿನ
ಪೊಡಪ್ಪು ನಕ್ತಂಚರಂಗೆ ಶಿಶುಸನ್ನಿಧಿಯೋಳ್

3. ಜನಕಾತ್ಮಜೆ ಪುಗೆ ಸಭೆಯಂ
ಜನಿಯಿಸಿದುದು ಮದನಚೇಷ್ಟೆ ರಾಜನ್ಯಕದೊಳ್

4. ಆಕೆಯ (ಜಾನಕಿಯ) ಕೇಕರ ವನ್ಯರಾಜಕಕ್ಕೆರಗದೆ ರಾಘವಂ
ಗೆರಗಿದುದು.

VII. Give in Kanarese a critical sketch of the character of ಬೃಹದ್ರಥ referring to incidents in the romance in illustration of your remarks.

VIII. ಯಾದವಕಬ್ಬಿಗ says of his own work: 'ಪದಶಯ್ಯಾ ಪಾಕರೀತಿ ಗಳಿಂ ಧ್ವನಿರಸಾಲಂಕಾರ ನೀತಿಗಳಿಂ ದಭಿನವಪ್ರೌಢ ಸಂವಿಧಾನಂಗಳಿಂ ರುಚಿರತರಂ'—Explain clearly all the rhetorical terms in this passage, enumerating the different kinds of ಪದ, ಶಯ್ಯಾ, ಪಾಕ,

ರೀತಿ, and ಧ್ವನಿ, and giving illustrations from the work itself as far as possible.

IX. 1. Give a summary in Kanarese of ಸುನೀತಿ's observations on the ಚತುರೋಪಾಯಗಳು and his advice to ವಿಜಯವರ್ಮ on the occasion of the latter's making preparations for an expedition against ಬೃಹದ್ರಥ.

2. Mention the three ಗುರುದಕ್ಷಿಣೆಗಳು which ಭೀಷ್ಮ asks of ಕುಂಡಲಶ್ರವ.

X. 1. Write notes to explain the following:

ಭೂರಮಣ, ಮೂರು ಬಣ್ಣದ ಮಹಮ್ಮಾರಿಯನುಬಂಧದಿಂ ಮೂರರಿಂ ಬದ್ದರಿವರೀ ಕೈದರೊಳ್ಳಿಲುಕಿ ಸೂರಿ, ಮೂರಿಚ್ಚೆಗಳನ್ನಾರು ಮಂದಿಗಳಿಂದ ಮೂರುತಾಪವನ್ನೊಂದಿ ನಾಲ್ವರಾಡುವ ನುಡಿಯಂಕೇಳದನು ತಾಪದಿ ನಾಲ್ಕರೊಳಗೊಂದುಳಿದು, ಮೂರೆಬಯಸುತ್ತ, ಭೂರಿಕ್ರಿಯೆಗಳನ್ನೆ ಸಗುತ್ತೈದು ಮಂದಿಗಳಿಂದ ಹತ್ತೆಂಟುನಾಲ್ಕು ವಿಧವಾಗಿರುವ ಘನವಾದ ವಿವಿಧ ನಗರಿಗಳೊಳಗೆ ಬಾರಿಬಾರಿಗೆ ತೊಳಲಿ ಮೂರವಸ್ಥೆಯನ್ನೊಂದಿ ಮೂರರೊಳು ಮೂರುವಿಧ ಫಲಗಳನ್ನನುಭವಿಸುತ್ತಲಿರುವರು.

2. ಹೀರ says that the expression 'ನಿಖಿಲ ಲೋಕ ಲೋಚನ ಶ್ರುತಿ ವಿಭೂಷನೇ' can be interpreted in two ways, one as ಬಹುವ್ರೀಹಿ ಸಮಾಸ, and the other as ತತ್ಪುರುಷ ಸಮಾಸ. What is its meaning in each case?

XI. Point out any passage or passages in ಕಲಾವತಿಪರಿಣಯ that appear to you as purloined, and state from what works they have been purloined.

XII. Explain ಮತ್ಸ್ಯನ್ಯಾಯ, ಕಾಕತಾಳೀಯನ್ಯಾಯ, and ಘುಣಾಕ್ಷರನ್ಯಾಯ. What is meant by ನ್ಯಾಯ here? Quote or refer to a stanza from a well known Kanarese work which gives the meaning of ಮತ್ಸ್ಯನ್ಯಾಯ.

XIII. 1. Point out any grammatical peculiarities in the following:

ಎಕ್ಕಸರ, ನಡೆನೋಡು, ತನ್ನಾಳ್ವನಾಡು, ಕುಡುಪುರ್ವು.

2 ಯಾದವಕಬ್ಬಿಗ invariably uses ತಾನ್ ಇನ್ ಅನ್ or ನಾನು. Why?

TUESDAY 17TH JANUARY, 2 TO 5 P.M.

TAMIL: TEXT-BOOKS.

I. (a) தண்டகாரணியத்தின் தெற்கு வடக்கெல்லைகளென்ன? அப்பெயர் எப்படிவந்தது? ஆரணியகாண்டத்திற் கூறியிருக்கிற சங்கதிகளிற் சிலவற்றைப்பற்றி எவ்விடத்தில் இப்பொழுதுங் கன்ன பரம்பரையுண்டு?

(b) இக்காண்டத்திற் பரீட்சைக்கு விதித்த பாகத்தின் சாரத்தை ஒரு வரியிலெழுதுக. யார் யார் எதற்காக அக்கினிப் பிரவேசஞ் செய்ததாயும் செய்ய எண்ணினதாயும் இக்காண்டங் கூறுகின்றது?

II. அடியில் வருவனவற்றிற்கு அர்த்தமெழுதுக:

(1) தட்டுருவு, ஏதி, உளுக்கு, தெறுத்து, ஆதன், தவ்வாது, சிங்காமை, வீட்டி, விடவி, உன்னயம் (ஒருசொல்), கோடித்தல், பாளுள், ஒல்லும், பிறங்கிற்று, துன்புறூஉம், துவ்வாதார், சூர், அலங்கு, வீத்தல், பருமி.

(2) சன்னவீரமிடைமின்னும்; எய்வின்மற்பொருவுதோள்; ஏகுசெலவத்துவணன்; பாடமுறுந்தொல்லாரணி; ஏகிளுனறம்பாவமென்றெண்ணலான்; வேமிருந்தெனக்கனலும்; மருவார்விழக்கண்டுபாராளும்; வெருமுகத்தினில்வீடுகொள்வீமன்; யார் மாட்டுமின்புறூஉமின்சொல்; பின்னமாயொன்றுதல்; புழுகளை வைத்தகூந்தல்; புயலென்னும்வாரிவளங்குன்றிக்கால்.

III. தெரிஞ்சுற நோக்கினர் செய்த செய்தவம்
அருஞ்சிறப் புதவநல் லறிவு கைதர
விரிஞ்சுறப் பற்றிய பிறவி வெந்துயர்ப்
பெருஞ்சிறை வீடுபெற் றனைய பெற்றியார்.

(1) இதற்குப் பொழிப்புரையெழுதுக.

(2) இதிலுள்ள செயவென்னும் வாய்பாட்டெச்சங்கள் என்னென்ன காலத்தில் என்னென்ன பொருளில் வந்திருக்கின்றன?

(3) தெரிஞ்சுற - இதைஒருசொல்லாயெடுக்கலாமா இரண்டுசொல்லாயெடுக்கலாமா? விடைக்கு நியாயங்கூறுக.

(4) சிறை ஏன்ன வேற்றுமை?

(5) செய்த செய்தவம் - இதில் என்ன நயமிருக்கிறது?

(6) பெற்றனைய - இதில் ஒவ்வொருசொல்லுக்கும் முடிபு கூறுக.

IV. (a) சேருதல்-நன்று தேவர்க்கும் யாவர்க்கு நன்று; இது

யார் யாருக்குச் சொன்னது? யாவருக்கும் நன்று என்றது எதை யெண்ணி?

(b) தாளினை யிறைஞ்சிய தனஞ்சயன்றொடும்-வாளிகண்டு; இறைஞ்சிய பெயரொச்சமாலுல் இறைஞ்சிய தனஞ்சயனு இறைஞ்சியவாளியா? இறைஞ்சிய வினையெச்சமாலுல் பொருளென்ன?

(c) பாண்டவர் அஞ்ஞாதவாசஞ்செய்த இடத்தைக் கண்டுபிடிக்கும்படி திரிதராட்டிரனும் கன்னனுஞ் சொன்ன உபாயமென்ன?

(d) பாண்டவர் வனவாசமும் அஞ்ஞாதவாசமுஞ் செய்த காலம் பதின்மூன்று மாசமென்று சிலர் எண்ணுகிறார்கள். உமது அபிப்பிராய மின்னதென்று நியாயத்தோடு கூறுக.

(e) வீடுமன், தருமன், திரௌபதி, சீதை இவர்கள் குணத்தைக் காட்டுஞ் செய்கைகளில் அல்லது அவர்கள் கூறிய வாக்கியங்களில் ஒவ்வொன்று சொல்லுக.

(f) உத்தரனை ஓரிடத்திற் சுதேட்டிணை பிள்ளையென்றும் ஓரிடத்தில் விராடர்கோன் மைந்தனென்றுங் கூறியதிற் சிறப்பென்ன?

V. (a) நெடுங்களிற்றுரனுடை விராடர்கோன் மைந்தன்; உரனுடைவிராடனு உரனுடை மைந்தனு? விடைக்கு நியாயமெழுதுக.

(b) உயிர்கிடக்க வுடலை விசும்பேற்றினுர் கூற்றினுர்; என்றும்

உடலிரண்டுக் குயிரொன்றுனுன் பிரிய; என்றும் யார் யாரைக்குறித்துக் கூறியது? இந்த இரண்டுக்கும் பொருட்பொருத்தங் காட்டுக.

VI. ஆன்றமைந் தடங்கு கேள்வி யண்ணலு மவனைப் பெற்ற
தோன்றலும் பின்னர்ச் சென்று சுதேட்டிணை கோயி லெய்த
ஈன்றவப் பொழுதி னேதை யெண்மடங் காக வீசச்
சான்றதன் மகனைக் கண்டு மகிழ்ந்தன டவத்தின் மிக்காள்.

(a) இதற்குக் கருத்துரையெழுதுக.

(b) இப்பாட்டின் ஈற்றடியிரண்டின் பொருளமைந்த குறளையெழுதுக.

(c) தவத்தின் மிக்காள்; என்றதிற் சிறப்பென்ன?

(d) இப்பாட்டின் முதன் மூன்று சொற்களுக்கு முடிபு கூறுக.

(e) ஆன்று, ஈன்ற, சான்ற, மிக்காள்; இவற்றின் பகுதி யென்ன?

VII. (a) மகன்றந்தைக் காற்று முதவி யிவன்றந்தை
என்னோற்றான் கொல்லெனுஞ் சொல்; இதற்குப் பத வுரையெழுதுக.

(b) அன்பு மறனு முடைத்தாயி னில்வாழ்க்கை
பண்பும் பயனு மது; இஃது என்ன பொருள்கோளுக்கு உதாரணம்?

(c) இறலீனு மெண்ணாது வெஃகின் விறலீனும்
வேண்டாமை யென்னுஞ் செருக்கு; இதிலுள்ள ஆகுபெயர் என்ன ஆகுபெயர்?

VIII. (a) ஒருமொழி பலமொழியென்னாது ஒருமொழி தொடர்மொழியென்றதேன்?

(b) குடுதுறு என்னுஞ் சூத்திரத்திற் குன்றியலுகரமென விதந்ததாற் பயனென்ன?

(c) இடைத்திரிசொல், உரித்திரிசொல், இவற்றுக்கு இவ்விரண்டு வெவ்வேறு வகையான உதாரணந் தருக.

(d) எட்டு வேற்றுமைக்கும் முடிக்குஞ்சொல்லைப்பற்றிய சூத்திரமெழுதுக.

(e) துண்ணென, கதுமென, இவை இன்னபொருள் தருமென உதாரணத்துடனெழுதுக.

(f) வினையெச்சங்களுக்கு முடிபு கூறுஞ் சூத்திரத்தை எழுதுக.

(g) நென்னல், வடதாது, மலாடு, எந்தை; இவை எவற்றின் மரூஉ?

WEDNESDAY, 18TH JANUARY, 10 A.M. TO 1 P.M.

ESSAY.

Write an essay in Kanarese on the following:

"The advantages of holding International Exhibitions."

THURSDAY, 19TH JANUARY, 10 A.M. TO 1 P.M.

KANARESE: TEXT-BOOKS.

Jagannāthavijaya, *Vrishabhēndravijaya*, and *Rājasēkharavilāsa*.

ಜಗನ್ನಾಥವಿಜಯ.

I. 1. The order of the deities whose blessings ರುದ್ರಭಟ್ಟ invokes at the commencement of his work varies in different

manuscripts. The printed copy has ಹರಿ, ಬ್ರಹ್ಮ, ಹರ, while some manuscripts have ಹರಿ, ಹರ, ಬ್ರಹ್ಮ. Is there any special reason for supposing that the author intended the former order rather than the latter ?

2. " ಒಳ್ಪಂಬೆತ್ತುದಾತ್ತಂ ಬೆಳಗುಗೆ ಜಗವುಂ ಶ್ರೀಜಗನ್ನಾಥದೇ ವಂ " Who is meant by ಜಗನ್ನಾಥದೇವಂ here ?

II. 1. What according to the author induced him to undertake the work ? Compare and contrast the way in which Rudrabhatta and Shadakshari speak of themselves.

2. Of what phase of faith do you think the author was ? Support your answer with quotations or references from the text.

3. Krishna says about himself ಧರ್ಮ ಸಂಸ್ಥಾಪನಾರ್ಥಾಯ ಸಂಭವಾಮಿ ಯುಗೇಯುಗೇ. A similar principle seems to be applicable to some of his enemies also. Support this view by Rudrabhatta's statements about the ದೈತ್ಯರು of ದ್ವಾಪರಯುಗ.

III. 1. " ಕೌತುಕವೇಂ ಪೆಂಡಿರೊಳಂ ಭೀತಿರಸಂ ಮೋಹರಸ ವುನೊತ್ತರಿಸುಗುವೆಂ. " Give the context of this and the meaning of ಪೆಂಡಿರು.

2. Give the meaning in Kanarese of :

(a) ಶ್ರೀರಾಮಾನುಜ ಕೌಸ್ತುಭದ್ಯುತಿ ಕಿರತ್ಪುಷ್ಪಾಂಜಲಿಕ್ಷೇಪ ವ ಕ್ಷೋರಂಗ ಸ್ಥಿತೆಯಾದ ಕೃಷ್ಣ. (b) ಶ್ರೀವತ್ಸ ವತ್ಸವತ್ಸಸವತ್ಸಾ, (c) ಭುವನಂತಾಂ ಭುವನಾತ್ಮಮಾಗೆ, (d) ಆ ಮಹಾಣ್ಣವಂ ತಾರಾಧ್ವದಂತೆ ದುರ್ಧರ ಗ್ರಹನಿರುದ್ಧಂ.

3. Give old Kanarese terms for

ಚಂದ್ರ - ಹೊಟ್ಟೆ - ಕಾಗೆ - ಸ್ತೋತ್ರ - ಪುಣ್ಯ and ಮಲಗಿಸು.

ವೃಷಭೇಂದ್ರವಿಜಯ.

IV. 1. Name the authors that had written on the subject of ವೃಷಭೇಂದ್ರವಿಜಯ before ಷಡಕ್ಷರಿದೇವ and the languages in which they wrote.

2. In praising his work, the author hints by means of ಶ್ಲೇಷ, a comparison between it and the Mahabharatha; quote the stanza or give the words on which the comparison rests.

3. What is the difference between ವರ್ಣಕ and ವಸ್ತುಕ composition ?

4. Show how the author compares the sea to a ಜೋಗಿ.

V. Give the ತಾತ್ಪರ್ಯ of, and ಅಲಂಕಾರಗಳು in

1. ಬಾಂಗೆರೆಯು ವಿಾಂಗಳಂಮು । ನ್ನುಂಗಿಕರಂ ಪಸಿವಡೆಂಗ ದಬ್ಧಿ ಯುಮಿನಂ । ನುಂಗಲೆರಗಿದುದು ನಾಡೆಪ । ತಂಗಂತಾನೆನಿಸಿ ಮುಳುಗಿದುದು ಪಡುಗಡಲೋಳ್ ॥

2. ಅಂಬುಜಾಂಬ ಕಾಂಬಕಾಂಬುಜಾಂಕ ಪಾದಪದ್ಮರೋಲಂಬ.

3. ತರಣಿಗತಿಪ್ರಯುಕ್ತಮುಡುಪಾಂಚಿತ ಮಂಬರದಂತೆ ಸಾಗರಂ.

VI. 1. How does ಮಾದರಸ show that ದ್ವಿಜಂ is ಭರ್ಗನಂಶಂ ?

2. What reply does ಬಸವ give him ?

3. How does ಬಸವ meet the argument that "ಪಿರಿಯರೆಲ್ಲರ್ನಡೆದ ನಡವಳಿಯ ನೊಲ್ಲೆ ನೆಂಬುದು ಬಲ್ಲತನ ಮಲ್ತು"

4. State the author's observations on ಭಕ್ತಿ and specify the nine kinds thereof.

ರಾಜಶೇಖರವಿಳಾಸ.

VII. 1. Give the exact dates of ರಾಜಶೇಖರ and ವೃಷಭೇಂದ್ರ ವಿಜಯ. Which of these poems is inferior to the other ? Support your answer by specific instances.

2. Give the origin of ರಾಜಶೇಖರವಿಳಾಸ as told in your text.

3. The author says "ಹರಿಹರೋದಿತ ಮಾರ್ಗದಿನಿದನೊರವೆಂ." To whom does he refer and to which of his works ?

4. He calls himself ಉಭಯಕವಿತಾ ವಿಶಾರದ. Name his other works which entitle him to this epithet.

VIII. 1. It is said that ರಾಜಶೇಖರವಿಳಾಸ is a novel and has a fine but very voluptuous diction. Discuss each of these statements.

2. What objections to his writing ರಾಜಶೇಖರವಿಳಾಸ in the way in which he has written it does the author anticipate, and how does he meet them ?

3. In the description of ಅಮೃತವತೀದೇವಿ there is a stanza which is similar to the following. Quote or refer to it.

ಆಕಾರಸದೃಶಃ ಪಜ್ಞಾ । ಪ್ರಜ್ಞಯಾ ಸದೃಶಾಗಮಃ । ಆಗಮಸ್ಸದೃಶಾರಂಭಃ । ಪ್ರಾರಂಭಸದೃಶೋದಯಃ ॥

IX. 1. Explain the meaning of :

(a) ರಾಜೇಂದ್ರಂ ಗಗನದೆಂತಬ್ಜಾಕ್ಷನಂತೆ ದ್ವಿಜರಾಜ ರಂಜಿತಸಭಂ.

(b) ಮಂತ್ರಿ ರಜನಿಕುವಲಯಂಬೋಲ್ಪಲಂಸೋವು ಪಾದಾಬ್ಜ ರುಚಿಸ್ನಿಗ್ಧಂ.

2. What is meant by :

(a) ಬಾಳೆಮೊನ್ಮಿಂಚನೆ ಕರೆದಪುದು - ಮಧುಕರಶ್ರೇಣಿ ತಾರಾಳಿಯಂ ತಾಳ್ದುದು.

(b) ದಂಡ ಭೃಙ್ಗಂಡ ಕಾಕೋದರ ಮೇಘಜ್ಯೋತಿ.

(c) ಅಂತೊಪ್ಪುವ ಶ್ರಾಂತಪಥ ಶ್ರಾಂತಪಾಂಥ ಸಂತಾನನಯನಪಾಂಥ ಪ್ರತಾನ ಲಾವಣ್ಯರಸ ಪ್ರಪಾಶಾಲೆಯರಪ್ಪ ಬಾಲೆಯರ್ ?

3. ಕುಸುಮ ಶರನರಥದಂತೆ ಚಲ್ವಾಯುತ್ತು ಚೊತಂ. Bring out the comparison.

4. Who are referred to in the following :

ಶಿವನೊಡನುಂಡು - ಶಂಕರ ಗಂಗೆಯಂ ಗಣಕಟ್ಟಿ - ಶರ್ವನೊಡ ನಕ್ಷಮನಾಡಿ - ಭವಂಗ ಮರ್ಚಿಚಕ್ಷುವಂ.

X. ಗುಣಮನೊಳ ಕೈದುತೋರ್ಕುಂ । ಮಣಿಮಹಿಯೊಳದೆಂಬುದು ಚಿತಮವನೀಶಶಿರೋ । ಮಣಿಯನೊಳ ಕೈದುದಾವೆ । ಣ್ಮಣಿಯು ಗುಣಂ ತಾನಿದೇನಚ್ಚರಿಯೊ ॥

Write a short critique on the above under the following heads : (1) ಶಬ್ದಗುಣ, (2) ಅರ್ಥಗುಣ (3) ರೀತಿ, (4) ಪಾಕ, (5) ವೃತ್ತಿ, (6) ಅಲಂಕಾರ, (7) ರಸ, (8) ಭಾವ.

THURSDAY, 19TH JANUARY, 2 TO 5 P.M.

KANARESE: TEXT-BOOKS.

Sabdamanidarpana, Nāgavarma Chandas and *Kāvyavalōkana.*

I. Mention the most important tests, grammatical and metrical, which you would apply to determine the age of a work.

II. 1. Name all the authors quoted by Kēsiraja in his Sabdamanidarpana and indicate how far his mention of them helps the determination of his date.

2. What internal evidence is there to show to what faith he belonged ?

3. Into what different parts does he propose to divide his work ? Has he strictly adhered to it ?

III. 1. What consonants can form the end-letters of Kanarese words?

2. How are the end-consonants ನಣಲಯಳಂಗಳ್ affected before suffixes beginning with a vowel?

3. What is meant by ವಿಸಂಧಿ, ಸಂಧಿದೋಷ and ಶಿಥಿಲದ್ವಿತ್ವ?

4. The meaning of the English word "such" is expressed by the words ಇಂತ and ಅಂತ or ಇಂಥ and ಅಂಥ or ಇಂಥಾ and ಅಂಥಾ. Discuss the propriety or otherwise of these forms.

IV. 1. In what sense is ವಿಭಕ್ತಿ used in ಶಬ್ದಮಣಿ ದರ್ಪಣ and why?

2. Define ಲಿಂಗ and explain what is meant by (a) ಲಿಂಗಂ ನಿಯತ ಚತುರ್ಭೇದಂ and (b) ಲಿಂಗವೊಂಭತ್ತುತೆರಂ.

3. Can a sentence be a ಲಿಂಗ. If so, give an example.

V. 1. "ತತ್ಕರ್ಮಂ ನಾಲ್ಕುಂ ಭೇದಮನಾಳ್ದಿರ್ಕುಂ". Name and illustrate the ಭೇದಗಳು. Criticise the principle on which similar classifications of the ಪ್ರಯೋಗ of cases by Kēsiraja are based.

2. Give the rule for determining ಧಾತು. How many ಧಾತುಗಳು are given in your text?

3. What parts of speech besides the verb can be conjugated in Kanarese as ಆಖ್ಯಾತ? Give an example for each.

VI. 1. Name the purely Sanskrit vowels and show, by examples, how they are changed in ಅಪಭ್ರಂಶ.

2. State with examples with what letters the labials are generally interchanged.

3. Enumerate the ways in which the ರೇಫೆ is avoided in ತದ್ಭವ words.

4. Give the ಪುರಾಣಕವೀಂದ್ರರ ಪ್ರಯೋಗ of the following words as given by Kēsiraja:

ನಿಲುಂಬು, ಸಲ, ಕೊಟ್ಟಜ, ಬರ್ದುಗೆ, ಬಿಸವಂದ, ಮೊನೆ, ನವಿರೇ, ಸೌಸವ, ಗೊಂಕೆ, and ಕಾದಲ್ಕೆ.

VII. 1. How does ನಾಗವರ್ಮ render the following into Kanarese:

ಆವಿಮಧ್ಯಾವ ಸಾನೇಷು । ಯರತಾಯಾಂತಿ ಲಾಘವಂ ॥
ಭಜಸಾ ಗೌರವಂಯಾಂತಿ । ಮನೌತು ಗುರುಲಾಘವಂ ॥

2. Explain with illustrations:

ವರ್ಗಪ್ರಾಸ, ಸಮೀಪಪ್ರಾಸ, ಅನುಗತಪ್ರಾಸ, ಅಂತಪ್ರಾಸ and ಯಮಕ.

3. In what two ways has ನಾಗವರ್ಮ enumerated languages?

4. According to ನಾಗವರ್ಮ what is the number of ಛಂದಸ್ಸು and the possible number of ವೃತ್ತಗಳು based on them?

VIII. 1. Of what ಛಂದಸ್ಸು are the following:

(a) ಶ್ರೀರಾಮ ರಾಮರಾಮೇತಿ.

(b) ಅಥಪ್ರಜಾನಾ ಮಧಿಪಃಪ್ರಭಾತೆ.

(c) ಶ್ರಿಯಃಪತಿ ಶ್ರೀಮತಿಶಾಸಿತುಂಜಗ.

(d) ಶ್ರೀರಾಮಚಂದ್ರ ಕರುಣಾಕರ ರಾಮಚಂದ್ರ.

2. How many ಅಕ್ಷರಗಳು has a ಪಾದ of ಜಗತೀಛಂದಸ್ಸು? Give the ಪ್ರಸ್ತಾರ of ತೋಟಕ and ಇಂದ್ರವಂಶ.

3. Which are called ಮೂಲವೃತ್ತಗಳು and how many has ನಾಗವರ್ಮ given.

IX. 1. Define ರಗಳೆ Which of them occur in the text-portions of ಜಗನ್ನಾಥವಿಜಯ and ರಾಜಶೇಖರವಿಳಾಸ?

2. To which class of metres does ಸೀಸಪದ್ಯ belong? Describe its nature.

3. Of what Sanskrit metre is ಕಂದಪದ್ಯ a modification?

4. In the pure Kanarese metres what is meant by ಬ್ರಹ್ಮ, ವಿಷ್ಣು and ರುದ್ರಗಣ? Name a ಸಮಪಾದವೃತ್ತ of this class and distinguish between ತ್ರಿಪದಿ and ತ್ರಿವುಡೆ.

X. 1. Point out the distinguishing features of ಉತ್ಪ್ರೇಕ್ಷೆ and ಉಲ್ಲೇಖ.

2. What is meant by ಆವೃತ್ಯಲಂಕಾರ and ಆವಳ್ಳಲಂಕಾರ?

XI. 1. Give instances of ಯಥಾಕ್ರಮ, ಲೇಶ, ವಿರೋಧಾಭಾಸ and ಅಸಂಭವ ಅಲಂಕಾರಗಳು.

2. Name the ಅಲಂಕಾರಗಳು in the following:

(a) ಕುಮುದ ನಯನಂ ಕುಂದಸ್ಮೇರಂ.

(b) ವದನಂ ಚಂದ್ರ ನಿಭಂ.

(c) ಇದು ಚಂದ್ರನಲ್ತು ನರ್ತಿಪ ನಾರದಂ.

(d) ನಿಂದಿಸುವ ದುರ್ಜನರೆಂದೊಂದು ಭಯಂಬೆತ್ತು ನಿರ್ಮಿಸನೆ ಕವಿಕೃತಿಯಂ। ಮಂದೇಹರ ಭಯದಿಂದರವಿಂದಸಖಂ ನಿಜಮಯೂಖಮಂಪಸರಿಸನೇ ॥

FRIDAY, 20TH JANUARY, 10 A.M. TO 1 P.M.

KANARESE: TRANSLATION.

I. Translate into English:

1. ನಡುಕಂ ಕೈಮಿರೆ ದಂತಚ್ಛದವೊಡೆದು ಹುಹುಂಧ್ವಾನಮಂ ಪೊಣ್ಕೆ ವೈಯೊಳ್ಬಡದೆತ್ತಂ ತೋರೆ ರೋಮೋದ್ಗಮಮಮರ್ದಿರೆ ಸೀತ್ಕಾರಮಂ ಗೈವೆರಲ್ಕಾ। ಲ್ಕಡಿ ವೆತ್ತಂತಾಗೆ ತಳ್ತೈಕಿಲ ಭರದೆ ಪಡಲ್ಪಟ್ಟು ಗೇಣಾಗಿ ಪಾಂಥ। ತ್ರೊಡೆ ತೋಳ್ಗಳ್ಕೂಡೆ ಜಾನುಪ್ರಹಿತ ಶಿರರದೇ ನಿರ್ದರೋ [ಶೀತಭೀತರ್.

2. ಪೂವಲಿಯಂ ಕೆದರ್ದು ಲತಾನರ್ತಕಿಯರಾಡೆ, ಮಧುಕರಂಗಳ್ಪಾಡೆ, ಕಳಕಂಠಕಾಹಳಕಾರವಂ ವಿಜೃಂಭಿಸೆ, ಶುಕವಂದಿ ವೃಂದಂಪೊಗಳೆ, ಮಾಕಂದಾದಿ ಸುಭಟನಿರ್ಜಾಸ್ತ್ರಂಗಳಂ ಪಿಡಿದು ಬಳಸಂದು ಬಳಸಿನಿಂದೋಲಗಿಸೆ, ಪರಾಗಪುಂಜದ ಪೊಂಜಗುಲಿಯೋಳ್ ಪವಡಿಸಿ ಕುಸುಮ ವಿಸರದೆಸಳ ಪೊಸವಸೆಯೊಳೊಸಗೆವಿಂಗೆ ರತಿಯುವತಿ ವೆರಸಿ ಗಾಡಿಯಿಂಕುಳ್ಳಿರ್ದ ಮದನಮಹೀರಮಣನೋತ್ಸವಕ್ಕೆ ಕಟ್ಟಿದಿರೋಳ್ ರಚಿಸಿದ ಕುರುಜೆಂಬಂತೆ ಕನಕರುಚಿರ ನಿಚಿತ ಸುಮನೋಗಣದಿ ನಲಂಕೃತಿವೆತ್ತು ಸೊಂಪುಗರೆವ ಚಂಪಕಪ್ರತಾನಂ ಗಿರಿಕಟಕ ನಂದನದೋಳ್ ಕಂಗೊಳಿಸಿರ್ದುದು.

3. ತನಗೆ ಕವಿತ್ವವಿಲ್ಲ ಪೆರರಂ ಪಳಿದಲ್ಲದೆ ನಿಲ್ಲನಾತನೊ
ಳ್ಮನಿವುದನೀತಿ ಪಂದೆ ಡುರುಕೆಂದೊಡೆ ತಾಂ ಡುರುಕೆಂಬುದೇ ಮಹಾ
ವನಕರಿಯಂ ವಿದಾರಿಸುವ ಸಿಂಹಮದಂದತಿ ದೋಷಿಯಪ್ಪ ದು
ರ್ಜನನ ಕಟೂಕ್ತಿಗಂಜದೆಲೆ ಸತ್ಕೃತಿಯಂ ಸಲೆ ಮಾಳ್ಕೆ ಸಜ್ಜನರ್.

4. ಘನಸಂಧ್ಯಾರಾಗ ತೀವ್ರಾನಲನೊಳೊಲವಿನಿಂ ಕಾಸಿ ತಿಗ್ಮಾಂಶು ವೆಂದೆಂಬ ನವೀನಸ್ವರ್ಣ ಸತ್ಪಿಂಡಮನಮಳ ನಭಃಶ್ರೀಗಲಂಕಾರಮಂ ಮಾ

ಳ್ಪೆನೆನುತ್ತಿಚ್ಛೈಸಿಪೂರ್ವೇತರ ಶರನಿಧಿಯೊಳ್ಕಾಲವೆಂ ಬೋಜನಳ್ದ
ಲ್ಜನಿಸುತ್ತು ಬೆಳ್ದುದೋ ಕಾರ್ಬೊಗೆಯೆನೆ ಬೆಸೆದೀವಿತ್ತು ಘೋರಾಂಧ
[ಕಾರಂ.

5. ತಡೆತಡೆದೋಡುತಿರ್ಪ ಮನವಮಂ ಪಿಡಿದಾತ್ಮನೊಳಿಟ್ಟು ತನ್ನ ತಾಂ।
ನುಡಿನುಡಿದಾತ್ಮನೊಳ್ ಸ್ವಪರತತ್ವ ರಹಸ್ಯಮನಾತ್ಮ ರೂಪಮಂ।
ಅಡಿಗಡಿಗೊಲ್ದು ನೋಡುತೆ ಶಮಾಮೃತಮಂ ಸಲಿಪೀರ್ದು ಪೀರ್ದುತಂ।
ಪಡರ್ದ ತಪಸ್ವಿಯೇ ಸುಖಿಪೆರಂ ಸುಖಿಯೇ ಅಪರಾಜಿತೇಶ್ವರಾ ॥

6. ಪೀಳಿಗೆಯಲ್ಲಿ ಯೋಚಿಸಲ ಕುಂಠಿತ ಧಾರ್ಮಿಕನಾವ ನಾದೊಡಂ।
ಪಾಳಿಗೆ ಸಂದುತಾಂ ವಿರಳಮಾಗಿಯೆ ಪುಟ್ಟುವ ನಾದವೆಲ್ಲಿಯುಂ।
ಕೇಳಲುಮಿಲ್ಲ ವೆಂತೆನೆಯವಕ್ರ ಸುದಂಡಮನೆಲ್ಲ ಶಾಖಿಗಳ್।
ತಾಳವವೆಲ್ಲಿಯೋ ವಿರಳಮಾಗಿಯೆ ಪುಟ್ಟುಗುಮಲ್ತೆ ಸನ್ಮತೀ ॥

7. ದೇವದತ್ತ.—ಒಬ್ಬನನ್ನು ಅನ್ಯಾಯವಾಗಿ ಕೊಲ್ಲುವ ಸನ್ನಾ ಹವನ್ನು ಮೊದಲೆ ಎಣಿಸಿಕೊಂಡು ನೆರವೇರಿಸುವದಕ್ಕೆ ನನ್ನ ಮನಸ್ಸು ಒಪ್ಪದು.

ಅರಿರಲಿ, ಸ್ವಾಮಿ! ನೀವು ಅಪಾಯಾಸ್ಪದ ವಾಗದಂತೆ ಮದುವೆ ಯಾಗಿರುವಿರೋ? ಕಾರ್ಯಸಾಫಲ್ಯದಲ್ಲಿ ಆ ಮಂತ್ರಿಶ್ರೇಷ್ಠನ ಮಾತು ರಾ ಜಾಜ್ಞೆಗಿಂತಲೂ ವಿಶೇಷವಾದ ಶಕ್ತಿಯುಳ್ಳದ್ದು. ಆದ್ದರಿಂದ ಅತನು ನಿಸ್ಸಂದೇಹವಾಗಿ ನಿಮ್ಮನ್ನು ವಿಯೋಗದುಃಖಕ್ಕೆ ಗುರಿಮಾಡುವನು. ಮ ತ್ತು ದಂಡ ನೀತಿಯಲ್ಲಿ ತನ್ನ ಬುದ್ಧಿಶಕ್ತಿಯನ್ನು, ಜನವಶೀಕಾರ ಶಕ್ತಿ ಯನ್ನು ಸೇರಿಸಿ ಸಾಧ್ಯವಾದಷ್ಟು ನಿಮ್ಮ ಸೌಖ್ಯಕ್ಕೆ ಕುಂದುಂಟಾಗು ವಂತೆ ಮಾಡುವನು.

ಶೂರಸೇನ. — ಆಗಲಿ, ಅವನ ದ್ವೇಷವನ್ನೆಲ್ಲ ತೀರಿಸಿ ಕೊಳ್ಳಲಿ. ನಾನು ರಾಜವಂಶೀಯನು. ಈಗ ನಾನು ಸಂಪಾದಿಸಿದ ಉನ್ನತಪದವಿಗೆ ನನ್ನ ಕುಲೋನ್ನತಿ ಯೇನೂ ಕಡಿಮೆಯಾದದ್ದಲ್ಲ.

8. ಕಿರು ಮಡುಗೊಂಡ ಬಂಡಿನೊಳಗೀಸಿ ಪೊದಳ್ದಡಿದಿರ್ದ ಕುತ್ತೆಸ
ಳ್ಗರುವದೊಳ್ಪೈದೆ ಮೈಗರೆದು ಕೇಸರದೊಳ್ನ ಲುವಿಂ ಪೊರಳ್ದು ನೀ
ಳ್ದೆರಗಿದ ಕೀಳೆಸಳ್ವಳಿಯೊಳೊಯ್ಯನೆ ಜಾರಿ ಪರಾಗಪುಂಜದೊ
ಳ್ಪರಿವಡಿಸಿತ್ತು ಭೃಂಗಶಿಶು ನೀರಜದೊಳ್ನಿ ಜಪಾಂಸು ಕೇಳಿಯಂ.

9. ಪಗೆಯ ಕಳೆಯುಡುಗಿದುದು ಗಡ
ಪಗೆಯಂ ಕೆಳೆಗೊಂಡ ನಳಿನಿ ಕೊರಗಿದಳೆಂದೇ
ನಗುವುದೆನೆ ನೈದಿಲೆ ಪಗ
ಲ್ಮಗಿಯದು ಬೆಳ್ದಿಂಗಳೆಂದು ಭಾವಿಸಿ ಹಿಮಮಂ.

10. ಪ್ರಥಮದಲ್ಲಿ ಚಕ್ಷುರಾದಿ ಬಾಹ್ಯೇಂದ್ರಿಯ ಗೋಚರಮಾಗಿ ತೋರುವೀ ಜಗತ್ತೆಲ್ಲಂ ಪೃಥುಬುಧ್ನೋದರಾಕಾರದಿ ಸಾವಯವಮಪ್ಪುದರಿಂ ಘಟದಂತೆ ಕಾರ್ಯಮಹುದಾಗಿ ಕುಲಾಲನಂತೆ ನಿಮಿತ್ತ ಕಾರಣ ನಾದೀಶ್ವರನಿಂ ಚಕ್ರದಂಡಾದಿಕದಂತೆ ಪುಣ್ಯಾಪುಣ್ಯ ರೂಪಕರ್ಮವೆಂಬ ಸಹಕಾರಿ ಕಾರಣದಿಂ ಮೃತ್ತಿಕೆಯಂತೆ ಬಿಂದು ಮಾಯೆಯೆಂಬ ಶುದ್ಧಾಶುದ್ಧ ಮಾದಃಪಾದಾನ ಕಾರಣದಿಂ ಗಮನಾಗಮನ ಸುಖದುಃಖಾದ್ಯನೇಕ ವ್ಯವಹಾರ ಭೇದದಿಂ ಭಿನ್ನ ರಾದಾತ್ಮರ ಭೋಗಮೋಕ್ಷಾರ್ಥವಾಗಿ ಜನಿಸಿತೆಂದರಿಯಲ್ಪೇಳ್ಕುಂ.

11. ಮತ್ತಂ ಪಿಂಗಾಲ್ಗೆ ತೊಡರ್ಚಿದಗ್ಗದಗ್ಗರಣಿಯಂ ಛಟಛಟನೆ ಕೀಳ್ತು ಕಿಳರ್ದು ಪಿಡಿಯ ಲೊಡರ್ಚಿತಡೆದು ತೊಡಂಕಿ ತುಡುಂಕಿದ ಗೋವಳನಂಕೊಡಪ ಕೆಡಪ ಕಡೆವಾಯ್ದು ನಡುವೀಥಿಗೆ ಕಡುವೇಗದಿಂ ಪರಿತಂದು ನಿಂದು ನೆರೆದಜನಂ ಕಲ್ಲೊಳಟ್ಟ ಕವಡಿಕೆಯ ರಾಶಿಯಂತೆ ಝಲ್ಲನೆ ಕೆದರೆ ಖರಖುರಾಗ್ರ ಘಾತಜಾತ ವಿತತ ಧರಾತಳ ರಜಃಪಟಲಂ ರವಿಮಂಡಲಮನಂಡಳೆದು ಮುಸುಂಕೆ ವಿಸಟಂಬರಿವ ಸುಕಳಾಶ್ವಂಗಳ್ [ನೆರೆದಿರ್ದವು].

II. Translate into idiomatic English, bringing out the force of every part as far as possible:

ಶತೃಸೇನೆ ಬರುವ ಮೂಲ ನಿಶ್ಚಯವಾಗಿ ತಿಳಿಯದೆ ವರ್ತಕರ ಬೀದಿಯಲ್ಲಿ ಜನರು ಗುಂಪುಗುಂಪಾಗಿ ಕೊಡಿಕೊಂಡು ಮಾತಾಡುತ್ತಿದ್ದರು; ಅದೇನೆಂದರೆ - ಈ ಹಾಳ ರಾಜಕಾರ್ಯವು ಬಂದದರಿಂದ ದೇಶಾಂತರಗಳಿಗೆ ಹೋಗಿ, ಬಂದು ವ್ಯಾಪಾರವನ್ನು ತರುವದಕ್ಕೂ ಮತ್ತೊಂದು ಕಡೆಗೆ ಹೋಗಿ ಮಾರಿಕೊಳ್ಳುವದಕ್ಕೂ ಮಾರ್ಗವಿಲ್ಲ; ಸಾವಕಾರನ ಮನೇ ಹೆಣಕ್ಕೆಲ್ಲಾ ಸರಕುಗಳ ತಂದು ಮನೆಯಲ್ಲಿ ತುಂಬಿಕೊಂಡು ಬಹಳ ದಿವಸವಾಯಿತು; ಜಿನಸುಗಳೆಲ್ಲಾ ಹುಳತು ಹಾಳಾಗಿಹೋಗುತ್ತವೆ; ಸಾವಕಾರನಿಗೆ ಚುಂಗಡಿಯು ವಿಷವಿರಿದಹಾಗೆ ಏರುತ್ತಲಿದೆ; ಹೆಗ್ಗಣದ ಉಪದ್ರವಂತೂ ಹೇಳತೀರದು; ಅದೊಂದು ಕಡೆಯಲ್ಲಿ ನನ್ನ ತಲೆಯಮೇಲೆ ಕಲ್ಲು ಹಾಕುತ್ತದೆ; ನಾನು ಮುಳುಗಿಹೋಗುವ ಸಂಗತಿಯಾಯಿತು.

ಈ ಚಾಣಿಕ್ಯನು ನನ್ನ ಭಾಗಕ್ಕೆ ಶನೀಶ್ವರನಾಗಿ ಈ ಊರಿಗೆ ಬಂದನು, ಎಂದು ಕೇಳಲು—ಮತ್ತೊಬ್ಬನು: ಎಲೈ, ಜಿನ್ನೆಶೆಟ್ಟರೇ, ಕೊಟ್ಟವನು ಕೆಟ್ಟನು; ಈ ಕಷ್ಟಕಾಲದಲ್ಲಿ ತಿಂದದ್ದೇಬಂತು; ನೀವೂ ಮನಸ್ಸಿಗೆ ಬಂದಂತೆ ಪದಾರ್ಥಗಳ ಖರ್ಚುಮಾಡಿ ಉಣ್ಣುತ್ತಾ, ನಮ್ಮಂಥಾ ಮಕ್ಕಳ ವಂದಿಗರಾದ ಬಡವರಿಗೂ ಕೊಡುತ್ತಾ, ಇನ್ನೂ ನಿನ್ನ ಸ್ನೇಹಿತರಿಗೆ ಕೊಟ್ಟಲ್ಲಿ ಈ ಪುಣ್ಯವು ಹಬ್ಬಾದೀತೇ ಹೊರ್ತು, ಕೊಟ್ಟವನಿಗೆ ಮಾಡಿದಪಾಪ ಬೇರೆ ಹೆಬ್ಬಾಗುವದಿಲ್ಲ. ಹೆಗ್ಗಣತಿಂದು, ಹಂಳುತುಹೋಗಿ, ಅನ್ಯಾಯ ವಾಗಿ ನಾಶವಾಗುವದಕ್ಕಿಂತ ತ್ಯಾಗ ಭೋಗದಿಂದ ವ್ರಯವಾದರೆ ಪುಣ್ಯವಾ ದರೂ ಉಂಟು. ಚುಂಗಡಿಗೆ ಚುಂಗಡೀಕಟ್ಟಿ, ಎಲ್ಲರವಮನೆಯನ್ನು ಹಾಳು ಮಾಡಿ, ಬಬ್ಬರಿಗೆ ಬಂದು ದಿವಸವಾದರೂ ಬಂದು ಕಾಸುಕೊಡದೆ, ಗತಿ ಇಲ್ಲದವನಂತೆ ತಿರುಗುತ್ತಿದ್ದು ಘಳಿಸಿದ ದ್ರವ್ಯಕ್ಕೆ ಈಗ ಮಿಂಡಗಾರರು ಬರುತ್ತಾರೆ. ಅಂತವರಿಗೆ ತಕ್ಕ ಪ್ರಾಯಶ್ಚಿತ್ತವಂ ಮಾಡಿಕೊಂಡು ಹೋ ದರೆ, "ಅಯ್ಯೋ, ಹೊಟ್ಟೆ ತುಂಬಾತಿನ್ನಲಿಲ್ಲವಲ್ಲಾ" ಎಂದು ವ್ಯಸನಹು ಟ್ಟೀತು—ಎನ್ನಲು; ಮತ್ತೊಬ್ಬನು ಈ ಪುಂಡು ಹರಟೆಗಳ ಹರಟುವವರ ಜೊತೆಯಲ್ಲಿದ್ದರೆ ನಮಗೆ ಮಾನನಿಲ್ಲುವದಿಲ್ಲ, ಹೋಗೋಣ; ಎಂದು ಎಲ್ಲರನ್ನೂ ಕರೆದನು.

FRIDAY, 20TH JANUARY, 2 TO 5 P.M.

TRANSLATION: KANARESE.

Translate into Kanarese:

1. Glamis thou art, and Cawdor, and shalt be
   What thou art promis'd. Yet do I fear thy nature;
   It is too full o' the milk of human kindness
   To catch the nearest way. Thou wouldst be great;
   Art not without ambition, but without
   The illness should attend it: what thou wouldst highly,
   That wouldst thou holily; wouldst not play false,
   And yet wouldst wrongly win: thou'dst have, great Glamis,
   That which cries, 'Thus thou must do, if thou have it;'
   And that which rather thou dost fear to do
   Than wishest should be undone.
2. I should be much for open war, O Peers,
   As not behind in hate, if what was urged
   Main reason to persuade immediate war
   Did not dissuade me most, and seem to cast

Ominous conjecture on the whole success;
When he who most excels in fact of arms,
In what he counsels and in what excels
Mistrustful, grounds his courage on despair
And utter dissolution, as the scope
Of all his aim, after some dire revenge.

3. The power of the sun's rays in heating the ground varies with the angle at which they strike the ground. When the sun is elevated on the meridian 45° above the horizon, his rays fall perpendicularly on the side of a hill facing the south at an equal angle, while the plain below receives them at an angle of 45°. Supposing the north side of the hill to have a similar slope, the rays would run parallel to its surface, and their effect be very trifling; but if the declivity were still greater, the whole surface would be in the shade; thus temperature varies with the inclination of the earth's surface.

4. Universities are not intended to teach the knowledge required to fit men for some special mode of gaining their livelihood. Their object is not to make skilful lawyers, or physicians, or engineers, but capable and cultivated human beings. It is very right that there should be public facilities for the study of professions. It is well that there should be Schools of Law, and of Medicine, and it would be well if there were schools of engineering, and the industrial arts. The countries which have such institutions are greatly the better for them; and there is something to be said for having them in the same localities, and under the same general superintendence, as the establishments devoted to education properly so called. But these things are no part of what every generation owes to the next, as that on which its civilisation and worth will principally depend. They are needed only by a comparatively few, who are under the strongest private inducements to acquire them by their own efforts; and even those few do not require them until after their education, in the ordinary sense, has been completed. Whether those whose speciality they are, will learn them as a branch of intelligence or as a mere trade, and whether having learnt them, they will make a wise and conscientious use of them or the reverse, depends less on the manner in which they are taught their profession, than upon what sort of minds they bring to it—what kind of intelligence, and of conscience, the general system of education has developed in them. Men are men before they are lawyers, or physicians, or merchants, or manufacturers; and if you make them capable and sensible men, they will make themselves capable and sensible lawyers or physicians. What professional men should carry away with them from an University, is not professional knowledge, but that which should direct the use of their professional knowledge, and bring the light of general culture to illuminate the technicalities of a special pursuit. Men may be competent lawyers without general education, but it depends on general education to make them philosophic lawyers—who demand, and are capable of apprehending, principles instead of merely cramming their memory

with details. And so of all other useful pursuits. Education makes a man a more intelligent shoemaker, if that be his occupation, but not by teaching him how to make shoes; it does so by the mental exercise it gives, and the habits it impresses.

SATURDAY, 21ST JANUARY, 10 A.M. TO 1 P.M.

HISTORY OF KANARESE LITERATURE.

I. Discuss the question of the antiquity of Kanarese literature in the light of the inscriptions recently discovered at Sravaṇa Belgola.

II. "The principal old poets name Samantabhadra, Kaviparamêshti and Pûjyapâda as forming the earliest and most distinguished trio among the authors who preceded them." State what is known of these three authors.

III. 1. Point out the leading characteristics of each of the two periods into which Kanarese literature is divided.

2. Account for the disappearance of Jains from the field of literary activity after the 13th century A.D.

IV. 1. ವಿಕ್ರಮಾರ್ಜುನವಿಜಯ, 2. ರಸರತ್ನಾಕರ, 3. ಶಾಂತಿಪುರಾಣ, 4. ವೀರೇಶ್ವರನಕಥೆ, 5. ವಿಕ್ರಮಾಂಕಕಾವ್ಯ, 6. ಅಜಿತತೀರ್ಥಕರ ಪುರಾಣ.

Give an account of the above works under the following heads:

1. Name of the author.
2. Date (approximate).
3. Names of other works by the same author.
4. Such historical facts or incidents in the personal history of the author as could be gathered from his writings.

V. What is a ಪ್ರಸಂಗ? In what respects does it differ from an English drama and from a Sanskrit nâtaka? Name four ಪ್ರಸಂಗಗಳು written by the author of ರಾವಣ ದಿಗ್ವಿಜಯ. Also mention two other writers of such compositions with the names of their works.

VI. Name (of works now extant):

1. the oldest grammar of the Kanarese language—
   (a) written in Kanarese.
   (b) written in Sanskrit.
2. the oldest ನಾಟಕ.
3. the oldest poem written in ಷಟ್ಪದಿ metre.
4. the oldest Brahminical work in Kanarese.
5. an author previous to 1400 A.D. who wrote in another Dravidian language as well as in Kanarese, and the works.
6. the earliest poetess and her poem.

N.B.—Give the date where you can.

VII. 1. Summarise the account of early Lingait poets as given in ಚನ್ನಬಸವಪುರಾಣ.

2. What do you know of the following works and authors?

(a) ಪ್ರಭುಲಿಂಗಲೀಲೆ, ನೇಮಿನಾಥಪುರಾಣ, ಕವಿರಾಜಮಾರ್ಗ, ಧರ್ಮಪರೀಕ್ಷೆ, ಧರ್ಮಾಮೃತ, ನಂಬಿಯಣ್ಣನ ರಗಳೆ, ಸೂಕ್ತಿಸುಧಾರಸ, ಕರ್ಣಾಟಕ ಸಂಜೀವನ.

(b) ಗುಣವರ್ಮ, ಮಂಗರಸ, ಜನ್ನ, ಚಾಮುಂಡರಾಯ, ಮಹಾಬಲಕವಿ, ನೇಮಿಚಂದ್ರ, ಮೋಘಚಂದ್ರ.

VIII. 1. State the circumstances under which or the objects for which the following were composed:

ಪ್ರೌಢರಾಯನ ಚರಿತ್ರ, ಉತ್ತರಪುರಾಣ, ಕೃಷ್ಣರಾಜಭಾರತ, ಕಬ್ಬಿಗರ ಕಾವ.

2. Name the authors who assumed or have been known by the following titles:

ಅಭಿನವ ಕೇಶಿರಾಜ, ಚತುರ್ಭಾಷಾ ಕವಿಚಕ್ರವರ್ತಿ, ಕುಮಾರ ವ್ಯಾಸ.

3. What are the originals of ಅನುಭವ ಶಿಖಾಮಣಿ (by ರಾಮಚಂದ್ರ,) and ಬಸವಪುರಾಣ.

4. Mention the works of the following authors:

ಆಗ್ಗಳ, ವಾದಿರಾಜ, ಅಭಿನವ ಮಂಗರಾಜ, ಕರ್ಣಪಾರ್ಯ, ವೀರನಂದಿ, ಕುಮುದೇಂದು, ಕನಕದಾಸ, ನಿಜಗುಣ ಶಿವಯೋಗಿ.

B. L. DEGREE EXAMINATION, 1893.

MONDAY, 16TH JANUARY, 10 A.M. TO 1 P.M.

LAW OF EVIDENCE.

1. Mention the subjects which the Law of Evidence treats of and explain the general structure of the Indian Evidence Act.

What relation does the Law of Evidence bear towards the Law of Procedure, and the Substantive Law?

II. How do you account for the ambiguity of the following words in the English Law of Evidence?

Evidence—Issue—Hearsay. Define "material evidence," "moral certainty," and "public or general interest."

Explain and illustrate the following rules:

1. "The best evidence of which a fact is susceptible should be given."

2. "The principle of incompetency ought to be confined to *pre-appointed*, as contradistinguished from *casual* evidence."

III. Does the definition of "evidence" according to the Indian Evidence Act include a statement made by one of the accused implicating himself and another?

What legal value does the Act attach to such a statement and why? Does the testimony of an accomplice stand on a different footing?

IV. When are self-serving statements admissible in evidence?

1. A is charged with stealing a cow at Madras on the night of the 5th September 1892, or with receiving the cow knowing her to have been stolen. A produces a letter written by himself and dated at Tanjore on that day, and bearing the Tanjore post-mark of that day; and offers to prove that he refused to sell the cow below her value.

Is the evidence admissible? Give reasons for your answer.

V. In a trial for robbery, one of the prosecution witnesses who says that he was present when the offence was committed, is asked the following questions:

1. Whether he was not dismissed the Government service for dishonesty;

2. Whether he was not at Bangalore on the day the offence is alleged to have been committed;

3. Whether he does not belong to a community who do not value truthfulness as a virtue;

4. Whether he was convicted of forgery;

5. Whether he is not related to the complainant's wife;

6. Whether he has not been bribed by the complainant to give evidence;

7. Whether when he was temporarily employed under the accused, he was not charged with criminal breach of trust.

Are all these questions permissible? Suppose the witness answers them in the negative, is evidence admissible to contradict him?

VI. Is the evidence proposed to be given in the following cases admissible? If so, under what provisions of the Indian Evidence Act?

1. A sues to recover possession of immoveable property belonging to his deceased father B, from C a trespasser. C states that A is not entitled to sue on the ground of his illegitimacy, and that the land never belonged to B. A in support of his claim adduces evidence of the statements made by a deceased family priest as to the marriage between A's father and mother, and pro-

duces (*a*) his horoscope in the handwriting of an unknown person, which was handed over to him by his mother before her death, and which was seen by his relatives and used on the occasion of his marriage; (*b*) a map prepared by a deceased village Headman, which includes the land in question within B's holding; (*c*) a judgment in a suit between A and his Sapindas, which declares his legitimacy; and (*d*) a decree which a creditor obtained against him in which he is described as the son of B.

2. A bond recited the receipt of Rs. 200 and promised interest and repayment on demand. In a suit instituted for the recovery of the sum due under the bond, the defendant proposed to show by oral evidence that the real consideration for the bond was, not the Rs. 200, but the plaintiff's abstinence from preventing the defendant from negotiating another loan, and that the plaintiff did not so abstain.

VII. How does the Indian Evidence Act deal with the subject of Presumptions?

On what does the probative force of a chain of Circumstantial evidence depend? Distinguish between an Estoppel and a Presumption?

Mention two Conclusive presumptions, the presumption as to a document admissible in England without proof of the seal or signature; and the presumption as to certified copies of Foreign judicial records.

Can secondary evidence be given of the contents of a document thirty years old?

VIII. When is evidence as to the bad character of a party or of a witness relevant? Can evidence be given of particular acts of misconduct? Mention the exceptions, if any, noting the difference between the English Law and the Indian Evidence Act on the subject.

IX. Under what circumstances, and for what purpose is the evidence given by a witness in a former judicial proceeding relevant in a subsequent judicial proceeding?

How is such evidence to be proved? State how the English Law differs from the Indian Evidence Act?

X. Explain the reason of the rule that a party must not lead his own witnesses but may lead those of his adversary.

Note the exceptions to this rule.

XI. What is the effect of the improper admission or rejection of evidence in England? How is the law modified in India? What is the object of the Legislature in permitting judges to put any questions to witnesses which are not necessarily relevant; and in allowing magistrates full liberty to interrogate the accused at any stage of a trial? Are any safeguards provided against an abuse of this power?

MONDAY, 16TH JANUARY, 2 TO 5 P.M.

CONTRACTS, INCLUDING NÉGOTIABLE INSTRUMENTS.

(*Give reasons for your answers.*)

1. What is the rule of law in regard to the binding nature of contract,

(1) When its performance was impossible and known to be such at the time of the contract

(*a*) to both the parties.

(*b*) to the promisor but not the promisee.

(*c*) to the promisee but not the promisor.

(2) When the performance becomes impossible after the contract.

II. Define consideration. Distinguish between executory and executed consideration, pointing out the importance of the distinction. What are the exceptions, if any, to the rule that an agreement without consideration is void?

Are the following agreements valid:

1. A being liable to B for unliquidated damages promises to pay B a certain sum of money in respect thereof.

2. A being indebted in a certain sum of money to B pays a part and in consideration thereof B releases his claim to the balance.

3. A promises B to pay him a debt due to B by C which is barred by limitation.

4. A promises to pay B a sum lent by B to C an infant.

III. What is meant by the right of stoppage in transit? Who may exercise this right and under what circumstances? How may this right be lost or defeated?

IV. Describe the nature of the contract of sale of goods. State the rules of law which determine when property passes, in a sale of goods. Can the vendor ever give a better title to the vendee than he himself possesses; if so, under what circumstances?

V. What are the provisions of the Statute of Frauds in regard to contracts? Does it apply to India? Are there any other corresponding provisions in Indian Law? If so, state them.

VI. Point out the distinction between a void contract, voidable contract and illegal contract. Illustrate your answer.

VII. Explain when a proposal and an acceptance are said to be complete. What is the effect of the death of the proposer (1) before acceptance, (2) after acceptance, but before it reached him?

A writes offering to sell a horse to B for a certain price provided B accepts by return of post; B accepts by return of post, but before the acceptance arrives A sells the horse for a higher value to C. Has B any remedy against A or C?

VIII. A sells to B 1,000 bags of rice according to sample to arrive

by a particular ship. Suppose on arrival it is discovered (1) that there are only 800 bags or (2) that there are 1,000 bags, but some are according to sample and others are not; what remedies are available to B and what is the measure of damages he can recover?

IX. Define promissory note; cheque; "holder in due course."

X. What is the liability of the endorser of a bill to the endorsee, and how may that liability be discharged?

XI. How and when must a bill of exchange be presented for acceptance or for payment, and what consequences follow in case of default?

XII. In what cases is presentment for payment unnecessary?

TUESDAY, 17TH JANUARY, 10 A.M. TO 1 P.M.

TORTS.

(*Give reasons for your answers.*)

I. Explain the nature of a tort and how it differs from a crime. Is intention necessary to constitute a tort? Illustrate your answer.

II. Distinguish between public and private nuisance. What legal remedies are available to a person affected by one or the other? Can a reversioner sue for the removal of an obstruction to his ancient lights when such obstruction may be removed before the estate falls into possession?

III. What is the extent of the liability of a master for the negligence of his servant, when such negligence causes harm to (1) a fellow servant, (2) a stranger? What is the effect of the Employers Liability Act of 1890?

IV. Distinguish between actions for trespass to chattels and conversion. What is the nature of an action of trover? Give illustrations.

V. Enumerate and explain the different forms of trespass to the person.

VI. Define negligence. What is meant by contributory negligence? State the rule of law by which to determine whether the plea of plaintiff's contributory negligence is valid or not.

VII. A is being driven by his coachman along a road; his coachman drives furiously in spite of the master's order to drive slowly, and in consequence of such furious driving A's coach collides with B's carriage, and B's son and coachman are killed, and his child in arms, his daughter and horsekeeper are seriously injured in body. What right of action has B against A and in respect of what wrongs? Suppose in the above case, it were shown that B's coach was on the wrong side of the road, but for which fact the collision would not have occurred, will this plea be available to A?

VIII. Distinguish between libel and slander. Under what circumstances will an action lie for the one or the other? Point out any difference in this respect in the Indian law.

What defences are available to a defendant in an action for libel, and what circumstances either aggravate or mitigate the wrong?

IX. What are the duties of a common carrier of goods? A delivers to the Madras Railway Company goods to be carried to B at Karur; the goods have to be carried by the Madras Railway Company and the South Indian Railway Company; while on the latter the goods are damaged by rain. By whom and against whom may the action be brought?

Will it make any difference if it was shown that the goods were properly protected against ordinary rain and that they were injured by unusually heavy rain?

X. What is meant by damages being nominal, special, proximate, and remote? Illustrate your answer.

XI. What must a plaintiff prove in an action for malicious prosecution, for false imprisonment, deceit, and seduction?

TUESDAY, 17TH JANUARY, 2 TO 5 P.M.

CRIMINAL LAW.

I. Explain and criticize the proposition that neither the motive nor the result but the intention of an act ought to be the measure of its criminality.

II. Define "Instigation," "conspiracy," "Intentional aiding," "Lurking house-trespass," and "illegal acts."

What should the prosecution prove in the following cases?

1. preferring a false charge.
2. robbery.
3. Habitually dealing in stolen property.

Note down any points of difference between the English Law and the Indian Penal Code regarding the ingredients of the aforesaid offences.

III. What do you mean by an Act of State? Can an act originally wrongful become an Act of State by subsequent ratification? When is a man said to use a false trade-mark or a false property mark?

IV. If two persons commit the same act, can they be guilty of different offences in respect of that act?

When is an abettor liable to cumulative punishment for the act abetted and for the act done?

Refer to the provision of the Indian Penal Code which provides for the punishment of a "principal in the second degree."

V. A, a Rajput, becomes a convert to Christianity, and marries B, a Christian girl. He then relapses into Hinduism; and pretending to be a Brahmin marries C, a Brahmin girl. Can B or C charge A with any offence? Give reasons for your answer.

VI. A sent B his servant with Rs. 10 with instructions to pay

Rs. 8 to C and to buy of D fruits for the balance. On leaving his master's house B went to E who keeps an arrack-shop and got drunk, and paid the shopkeeper 4 annas out of his master's money. B then paid Rs. 8 to C and bought fruits from D for Rs. 1-8-0 and paid him Rs. 1-12-0 and induced him to grant a receipt for Rs 2. On his way to his master's house, being disorderly on the road through intoxication, he was arrested by F a Police constable. F solicited a bribe, but having no money, B gave him some of the fruit, and got himself liberated. Finding that the quantity of the fruit became too small, he altered the amount mentioned in the receipt into Rs. 1-12-0, which was the sum actually paid to D. What offences, if any, have B, D, and F committed?

VII. 1. In what cases does the right of private defence of the body extend to the causing any other harm than death to the assailant?

2. Explain briefly the law laid down in R. *vs.* Prince.

VIII. Distinguish between Larceny, Theft, and Mischief.

A and B drive their carts to D's land for the purpose of bringing clay therefrom without D's knowledge or consent. They go to the land and find a heap of clay in a loose state dug up and set apart for use by D. They fill up one cart with it, and dig up a further quantity with which the other cart is laden. On leaving the field one of the bullocks is disabled. They use a bullock of E grazing in an adjoining garden, without the owner's permission, only for a few minutes' drive, intending to return it. Do the several acts of A and B amount to theft? Support your answer with a reference to decided cases.

IX. When is a man criminally liable for

1. being in possession of a coining mould or of a false weight,
2. singing an obscene song,
3. an indecent assault?

How do you test (1) whether a coin is money; (2) whether a song is obscene; and (3) whether a place is public?

X. Is the offence of forgery committed in the following cases? Give reasons for your answer:

1. A draws a cheque in favour of B upon a Bank. B cashes it and appropriates the money. A afterwards goes to the Bank and surreptitiously gets access to the cashed cheque and makes alterations in it which give it the appearance of a forgery. He then repudiates the payment upon the cheque alleging it to be a forgery, and the Bank gives him credit for the sum.

2. A was requested to make an entry in a book of account belonging to B to the effect that he was indebted to B in a certain sum that had been found due on a settlement of accounts. Instead of making this entry, A entered in a language not known to B that this sum had been paid to B.

WEDNESDAY, 18TH JANUARY, 10 A.M. TO 1 P.M.

PROCEDURE, INCLUDING LIMITATION.

I. State whether under the Criminal Procedure Code a Magistrate or a Sessions Judge may himself arrest a person.

II. Explain fully the provisions of the Code relating to Security for keeping the peace on conviction.

III. State briefly the provisions of the Code relating to the preventive action of the Police.

IV. Examine the validity or otherwise of the following proceedings:

1. Trial with assessors of an offence triable by Jury.
2. Trial by Jury of an offence triable with assessors.
3. Conviction of a Prisoner for preferring a false claim in a Court of Justice under Section 209 of the Indian Penal Code, the sanction of the Court in which the false claim was preferred not having been obtained.
4. The conviction by a Native Magistrate of a European British subject, who did not claim to be dealt with as such, but whom the magistrate failed to ask whether he was such a subject or not.

V. Draw a plaint in an Administration suit to be brought by a creditor of a deceased person.

VI. A brings a suit against B for the recovery of certain immoveable properties. The suit is dismissed, the Court holding that the cause of action had not arisen before the suit was instituted. After the cause of action actually arose, A brings another suit in which he claims not only the properties previously claimed, but also certain other properties which he omitted to claim in the previous suit. Supposing the cause of action alleged in the two suits was the same, is the second suit maintainable? Can the claim be decreed to any and what extent

VII. State the provisions of the Code relating to the power of the Court to compel a party to give evidence.

VIII. A decree-holder without the express permission of the Court purchases property sold in execution of a decree.

1. Can the Court set aside the sale, supposing the judgment debtor or any other person interested in the sale made no application for setting aside the sale? Is the Court bound to set aside the sale?
2. Supposing such application was made, can the Court refuse to set aside the sale?
3. Supposing the sale is rightly set aside and the property resold for an amount less than what was realized in the first sale, who should bear the loss?

IX. What is the procedure prescribed in the case of obstruc-

tion to the execution of a decree for possession of immoveable property

(1) Supposing the obstruction is caused at the instigation of the Judgment debtor.

(2) Supposing the obstruction was caused by a claimant in good faith other than the Judgment debtor?

X. 1. In what circumstances does a Second Appeal lie to the High Court and in what circumstances does a Revision Petition lie?

2. A Munsiff rejects a plaint. Does an appeal lie to the District Court against the order? Give your reasons for the answer.

XI. 1. Explain "*An account stated.*"

2. In what circumstances, if at all, does part payment of principal give a new period of limitation with reference to a suit for the recovery of a debt?

XII. A promissory note was made by B in favour of C on the 1st April 1870 stipulating payment on the 1st April 1871. On the 31st December 1870 C died, leaving D, an infant 8 years old, his only legal representative him surviving. On the 20th May 1872 D died leaving E, a minor, his only legal representative him surviving. E became a major on the 31st December 1884, but sued B on the promissory note on the 31st December 1887.

State, with reasons, whether the suit is barred by limitation or not.

WEDNESDAY, 18TH JANUARY, 2 TO 5 P.M.

THEORY AND LAW OF PROPERTY.

I. Describe, and distinguish, general and special (or particular) customs.

II. Within what limits is departure from a literal interpretation of a statute permissible?

When can and ought the construction of a statute to be aided by a consideration of other Statutes?

How may a Statute or an enactment of a Statute be repealed?

Where an Act which repealed an Act is itself repealed, what is the result so far as the earliest of the three Acts is concerned?

III. Define, and distinguish, "Land," "Tenement," "Hereditament," and "Tenures," "Estates," "Titles to estates."

IV. State, and give the reasons for, the powers of tenants for life, as such, as to

1. making leases;
2. emblements;
3. wood growing on the land of which they are tenants for life.

V. What is the effect of the dispositions of property in the following cases? State, in each case, the principle applying to it:

1. A grants to B an estate in fee simple to take effect only if B assists A in a forgery.

2. A grants to B a fee simple in certain land with a condition that if B or his heirs make a mortgage of the land the estate shall terminate.

3. A has a vested estate in fee simple in remainder expectant on B's estate for life in a certain field. B's life estate is mortgaged to C. A sells and conveys his remainder to C, who has previously foreclosed B's equity of redemption.

VI. Distinguish an easement from a right in gross such as a right of common in gross; from a public right of way or other similar public right; from a license; and from a natural right of vicinage.

VII. How are easements acquirable by prescription, in England (1) by the common law, (2) by statutory law, and in India under the Easements Act?

VIII. How are easements extinguishable by acts of the dominant owner, or by his inaction?

If A, who has a right to the passage of light to the windows of his house over B's land, alters the windows, or alters or pulls down and rebuilds the house, does he lose his easement?

IX. Trace the history of the testamentary power in England over personalty.

X. How does the English law differ from the law of the Indian Succession Act in respect of the following matters:

1. married woman's powers of testamentary disposition of property;

2. what property it is the province of the administrator to administer;

3. what becomes of immoveable property left by a person dying intestate (In stating the English law, give any special or local laws, as well as the general law);

4. testamentary directions for accumulation of the income of property?

XI. What must be proved in order to establish a claim of right by prescription in a *que* estate by the common law of England?

XII. What are the requisites of a valid deed of sale by the English law, and of a valid instrument of sale of immoveable property by the law of India?

Are there any, and if so, what, differences between the rules for the construction of deeds and those for the construction of wills?

THURSDAY, 19TH JANUARY, 10 A.M. TO 1 P.M.

EQUITY JURISPRUDENCE.

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1. Show, from the construction applicable to various kinds of gifts to charitable objects, how the law favours charities; pointing

out in what instances, and how, gifts would be void if made in favour of non-charitable objects, but are given effect to if made to charitable objects.

II. Discuss the question as to the liability of promoters of a company in suits for fraud or deceit brought against them by persons who have taken shares in the company on the faith, as they allege, of untrue statements made in the prospectus.

How does the matter stand where the statement in the prospectus is ambiguous and is true in one but untrue in the other of the meanings of which it is susceptible?

III. Will a Court of Equity uphold as valid the following executions of powers:

1. the donee of a power to dispose of an estate, to be exercised by will, executes a conveyance of it by deed of settlement;

2 the donee of a power to transfer property by instrument signed and sealed, makes an instrument purporting to transfer it, but without signature or seal;

3. a defective execution of a power, by which, if upheld, the heir is deprived of his inheritance.

State the principles governing the decision of the cases here put.

IV. State succinctly the law relating to precatory trusts, and give two or three illustrations showing the application of the doctrine.

V. Does a direction in a will to a trustee to raise money out of rents and profits of an estate, for certain purposes, authorise him under any, and if so, what, circumstances to sell or mortgage the estate?

VI How may the question whether the Court will grant the relief sought in a suit for specific performance of a contract be affected by (1) conduct of the plaintiff; (2) the nature of the property, where the contract relates to property; (3) the fact that the defendant is unable to perform the whole of what he contracted to do?

VII. Have Courts in England, and in India, respectively, any, and if so, what, jurisdiction to restrain proceedings in suits in foreign countries?

VIII. Explain and illustrate the doctrine of constructive ademption of legacies.

IX. Are there any, and if so, what differences between the law of England, the law in force in Madras, and the law in force in Bombay, relating to assignments of debts?

X. A, an actress, contracts with B to act at B's theatre and at no other for three months. After acting thereat for three weeks, A breaks this contract by discontinuing to act there and taking up an engagement (to come into operation at once) to act at C's theatre. Can B obtain a decree against A for specific performance

of the contract? Are any remedies other than that remedy open to B, and if so what? Give the reasons for answers.

XI. What are resulting trusts?

What cases of what are known in English law as resulting trusts are given in the Indian Trusts Act?

XII. Illustrate the principles of law as to constructive fraud from the relations of solicitor to client, and of guardian to ward.

THURSDAY, 19TH JANUARY, 2 TO 5 P.M.

HINDU AND MUHAMMADAN LAW.

I. What evidence is there to show that the rule of Primogeniture was strictly followed in ancient India? Describe how it was gradually modified, and eventually supplanted by the doctrine of equal distribution.

II. What are the impediments to succession according to the Mahomedan Law? Does mental derangement or want of chastity disqualify an heir? How does the Hindu Law on the subject differ from the Mahomedan Law? Will subsequent incontinence divest an estate once vested?

III. 1. What exceptions, if any, do the Hindu Law and Mahomedan Law lay down to the following rule?—

"Among the heirs of the same grade, those of the full blood are preferred to those of the half blood."

2. A, a Mahomedan of the Sunni sect, dies leaving behind him a brother's son, another brother's grandson, and his own daughter's son. Determine who should succeed to the property. Would it make any difference if A were of the Shiah sect?

IV. What is the origin of the practice of adoption? What was the position which the adopted son formerly held among the several classes of sons? Comment upon his right to inherit from the collaterals of his adoptive father or mother.

Can an adoption, in any case, divest an estate once vested? Refer to decisions in support of your answer. When a boy is duly adopted by a widow, to what extent can he question the acts of his adoptive mother concerning the estate, previous to his own adoption, and subsequent to his adoptive father's death?

V. What is the rule observed in Bombay in determining the nature of the woman's estate in property inherited from males?

VI. What is the extent of a father's power to dispose of his own self-acquired immoveable property? Quote the opinions of the several High Courts and of the Privy Council.

VII. A and B were undivided Hindu brothers not belonging to any of the "twice-born" classes. A died in 1870 leaving two illegitimate sons C and D by an unmarried woman kept as a concubine. B died in 1872 leaving two widows E and F, and a daughter G by E. E and F enjoyed separate portions of the family property.

E died in 1880 leaving H a grandson by her daughter G who predeceased her. F took possession of the whole of the property. C, D, and H disputed her right. How would you decide the case? After F's death, who would be entitled to succeed to the property?

VIII. Why does the Dayabhaga allow the *Bandhus* or the *Bhinnagotra sapindas* to come in along with, instead of after, the *Gotraja sapindas* in the line of heirs?

Discuss the claims of the rival claimants in the following cases under the Mitakshara Law:

1. A dies leaving a paternal aunt and a maternal grandfather who claim his property.

2. A dies leaving his sister B, C the son of another sister, and D the son of his step-sister. B, C and D severally sue for the recovery of A's property.

Write down in the order of precedence according to the Mitakshara law the following *Bandhus*:

The maternal aunt's son, the grandfather's daughter's son, the maternal uncle, and the paternal grand uncle's daughter's son.

IX. One of two undivided brothers raises a loan for his own private benefit upon the mortgage of the family property, and the transaction runs on until after three more brothers are born. The father dies and the creditor sues to enforce his claim. What is the extent of his lien according to the decisions of the High Courts in India and of the Privy Council?

X. Are the following persons entitled to maintenance, and if so, under what circumstances?

1. A person taken in adoption, but who has been deprived of his full rights by the subsequent birth of a legitimate son;

2. the mother-in-law;

3. the step-mother;

4. the daughter-in-law; and

5. the sister.

Can a minor illegitimate son enforce a partition of the family property?

XI. 1. A Mahomedan dies leaving his wife, two daughters, three daughters of his son, and five brothers.

How should the property be divided among them?

2. A Mahomedan dies leaving his wife, his son by her, his mother, and his brother. Then, his son and mother die successively. How is the property left by A to be divided among the survivors?

XII. Mention within what degrees of consanguinity, marriages are prohibited according to the Hindu Law, and the Mahomedan Law.

FRIDAY, 20TH JANUARY, 10 A.M. TO 1 P.M.
GENERAL JURISPRUDENCE.

I. 1. What did the Romans understand by *Jus civile* in its most extensive sense?

2. Give Hobbes' definition of 'Civil Law.'

II. 1. Discuss the propriety of considering Judicial decisions as sources of law.

2. State the principles that determine the weight attributable to a decided case, in a country like England.

III. 1. Briefly discuss, in the light of the remarks of Savigny, whether a written law can be repealed in whole or in part by custom.

2. What are the views of the writers on English law on the subject? Illustrate your answer by an example.

IV. 1. "When the time for a law to take effect has arrived, it becomes applicable only to future, not to past transactions."

What exceptions would you suggest to this principle?

2. An action is founded on a law repealed before the action is wholly at an end. How would you decide it?

V. Explain

1. Privilegia in personam
and
Privilegia in rem.

2. What in English law are akin to the Privilegia of the Romans?

VI. Comment fully on the maxim *Cessante ratione legis, cessat lex ipsa.*

VII. Explain the doctrine of Confusion of rights.

What principles should be observed in dealing with it?

VIII. Explain

1. Conditions in general.

2. Conditions precedent, and Conditions subsequent. Illustrate your answer by examples.

3. When is a condition said to have happened?

IX. Upon what principles do the legal relations of a corporation and its members depend?

X. What are the rules to be observed in case of collision of laws of different degrees of authority?

M.L. DEGREE EXAMINATION, 1893.

MONDAY, 16TH JANUARY, 10 A.M. TO 1 P.M.

JURISPRUDENCE.

I. How does Austin distinguish between *Right of possession* and *Right of possessing?*

II. 1. Under what classes, principal and subordinate, does Austin distribute *Conditions?*

2. Discuss the question whether a sovereign Government is or is not invested with a *status.*

3. What reason does Austin give for the fact that *status* or *condition* makes so little figure in the English Law as compared with the Roman?

III. 1. Explain the origin of the term *jus gentium.*

2. In what different significations was the term used by:
(*a*) the earlier Roman Lawyers,
(*b*) the Classical Jurists,
(*c*) Ulpian?

IV. Compare briefly *Jus prætorium* and *English Equity.*

V. 1. Explain Thibaut's definition of *status.*

2. Summarise Austin's criticism thereon.

VI. 1. What objections to judicial legislation are taken by:
(*a*) Bentham.
(*b*) Sir Samuel Romilly?

2. How does Austin meet these objections?

3. Enumerate the tenable objections to judiciary law, suggested by Austin.

VII. 1. Explain clearly what is meant by a *servitude.*

2. Examine whether a *negative servitude* is a *jus in rem* or not.

3. Give an example of a right of servitude existing over a subject which has not, according to Austin, an owner properly so called.

VIII. 1. What objections does Bentham take to the word *Title?*

2. What terms does he suggest in lieu of it?

3. How does Austin meet the difficulty?

IX. 1. How are the *Civil and Canon Laws* as obtaining in England ranked by Blackstone?
Write Austin's objection to it.

2. What is Blackstone's hypothesis about *Customary Law?*
How does Austin criticise it?

X. 1. What rules does Bentham suggest to maintain a due proportion between *Offences* and *Punishments?*

2. Enumerate, very briefly, the remedies given by Bentham for *offences against honour.*

MONDAY, 16TH JANUARY, 2 TO 5 P.M.

CONTRACTS, NEGOTIABLE INSTRUMENTS, AND TORTS.

(*Give reasons for your answers.*)

I. State the rules of law which determine the rights of persons contracting

1. with an agent authorized to act for the principal:

(*a*) When the principal is unknown and the agent is not known to be an agent.

(*b*) When the principal is unknown but the agent is known to be an agent.

(*c*) When the principal and agent are both known.

2. with one who is unauthorized but professes to act as an agent for

(*a*) a principal undisclosed,

(*b*) a principal disclosed.

II. Distinguish between warranty and representation.

What warranties are implied:

1. As to title in a sale of chattels.

2. As to quality in a sale of goods by sample; in a sale of chattels which the buyer has inspected; in a sale of goods to be thereafter manufactured?

When an article is sold with a warranty and it is broken, what are the rights of the buyer? Can he return the article? What is the measure of damages in such a case? Suppose the buyer had resold the article with a similar warranty for a profit to A and has to defend a suit brought by A for breach of warranty, can the buyer recover from the seller the loss of profit and the costs of the suit?

III. What is the common law as to the liability of Infants on contracts, and what statutory changes have been made in it? Point out any difference in Indian Law. Can an infant on coming of age ratify a contract made while an infant, without fresh consideration; or can he, repudiating his liability, recover money paid under such contract; if so, under what circumstances?

Would it make any difference if at the time of contract he falsely represented himself as a major?

1. A, an infant, buys necessaries and gives a promissory note for the price thereof; can he be sued on the note?

2. A, an infant, borrows money to buy necessaries; can the money be recovered; if so, how?

IV. State fully as to how far agreements in restraint of trade are valid, noting any points of difference between the English and Indian Law. What were the points decided in *Mitchell* v. *Reynolds* and *Hitchcock* v. *Coker?*

V. A, a carpenter in Madras, takes B under a contract of apprenticeship to serve him for 5 years. At the end of a year B commits theft of A's watch and is convicted. Directly after A leaves for Calcutta intending to settle and carry on his business there, and dies on the way. B brings a suit againt A's executors for damages for breach of contract. The executors plead in defence, among other things, B's misconduct in stealing the watch. How should the case be decided?

VI. Discuss fully:

1. Whether the representatives of a deceased person can maintain an action in respect of a wrong to him; if so, what classes of representatives can bring the action and in respect of what classes of wrongs and within what limits of time, if any?

2. Whether an action will lie against the representatives of a deceased wrong-doer, and if so, in what classes of cases?

3. Whether a bankrupt can maintain an action for a wrong done to him, and if so, for what classes of wrongs?

VII. A is the owner of a mine on his own land, B is the owner of land below A's, and C is the owner of land below B's.

By license from B and C, A was discharging water from his mine over the lands of B and C. Some time after C revoked his license and asked A to desist from discharging any more water on his land, but A still continued to discharge the water as before. C thereupon went on B's land and obstructed the flow of water downwards whereby A's mine was flooded and great damage was done to his property. A files an action against C for damages and it is proved that had C obstructed the water on his own land, it would have run down D's land, which was waste, and very little damage would have resulted thereby. How ought this case to be decided?

VIII. What is copyright? What are the rights of an author under the law applicable to copyright to a book, and to an article contributed by him to a Review, respectively?

A, the author of a poem, published an edition of 1,000 copies and then sold the copyright of the poem to B, who then printed an edition of 500 copies and lent a copy to C, who committed the whole piece to memory and recited it at a public meeting where D took verbatim notes and printed from them 500 copies. A, B and D were selling their respective copies. What are the rights of A and B *inter se* and against D?

IX. Arkonam is a junction station of the M. R. Company where the S. I. R. Company's line meets. All the servants of the two companies are under the control of the Station Master of the M. R. Company. A and B are carpenter and porter respectively, and while doing their work are injured, the one by the negligence of the engine driver of the M. R. Company, the other by the negligence of the driver of the S. I. R. Company. They file suits against the M. R. Company for recovery of damages. Are the suits maintainable?

X. Note the chief points of difference between

1. cheques and bills of exchange,
2. promissory notes and bills of exchange.

XI. State fully the respective liabilities of a drawer, acceptor and indorsor of a bill of exchange. By whom and to whom should notice of dishonour be given, and what are the consequences of a failure to give such notice?

XII. State what parties to a bill are principals and what parties are sureties. Does it make any difference that the bill is accepted without consideration for the accommodation of the drawer?

TUESDAY, 17TH JANUARY, 10 A.M. TO 1 P.M.

HINDU LAW.

I. Trace the origin and development of ancestor-worship

among the Hindus. What part did Gautama, Apasthambha and Yagniavalkya take in the elaboration of the details of the modern "Parvana Sradha"?

Is the doctrine of spiritual benefit the sole criterion of the right of inheritance in all the schools of the Hindu Law?

II. What effect had polygamy upon the Law of Succession in India?

Explain what is meant by the "Pathnibhaga."

Mention certain peculiar features of the Law of Bengal which tended to break up the family union more than the Mitakshara.

III. Can a son or any other heir be disinherited under the Hindu or Mahomedan Law?

IV. How do you account for the diversity of opinion among the ancient textwriters regarding the status of the several classes of sons? Describe the struggle which the adopted son had in securing the position he now enjoys.

Calculate the share of an adopted son in the family property when he has to divide the same with two sons of his adoptive father's deceased elder brother, and three sons of his adoptive father's deceased younger brother.

V. What are the sources of Law according to *Manu*, and how do you explain the origin of the several Schools of the Hindu Law?

Mention the Schools whose doctrines the following works expound: the Viramitrodaya, Saraswathi Vilasa, Vivada Ratnacara, and Dayathathwa.

Are any of these works recognised as authorities by our Courts?

VI. A dies leaving his mother K, and his three sons B, C, and D. C dies leaving two sons F and G, and a widow H who is the stepmother of F and G. D also dies leaving a widow L, and his grandson M who is incapacitated but who has a son N. B wants to effect a division of the family property. Granting that the property left by A is ancestral, determine the shares of the surviving members according to (1) the Dayabhaga, and (2) the Mitakshara. What difference would it make, if the mother of B, C, and D were also living, and if the property to be divided were acquired by B, C, and D?

VII. Can two persons adopt one and the same boy? Can the eldest son or the only son of a person be adopted? Quote the opinions of Nanda Pandita and Devanda Bhatta. What is the view of the Roman Law?

Under what circumstances, and to what extent is the doctrine of *Factum valet* applied by our Courts in questions of adoption and marriage?

A died leaving his minor son D and two widows B and C to whom he gave an express authority to adopt in the event of his son's death. D married, attained his majority and died, leaving E

and F his widows. B and C the senior and junior widows of A fell out with each other and adopted G and H respectively. E, the senior widow of D left the family and became a prostitute and adopted K with the consent of some of her husband's sapindas F adopted L with the consent of the other sapindas of her husband. D's uterine brother, who had become a convert to Mahomedanism, died leaving a son M.

Discuss the relative claims of G, H, K, L, and M to the family property, quoting any authorities in support of your view

VIII. What place does the Vyavahara Mayukha assign to sisters in the order of succession? How does it decide their relative claims? What is the view of the Dayabhaga on the subject?

What position does the daughter's son hold in the list of heirs? How do you account for the favour shown to him in preference to a sister's son or an aunt's son? Is a daughter's daughter an heir?

IX. What is the exception laid down by the Dayakrama Sangraha to the rule that the nephews of the whole blood exclude those of the half blood?

If a man dies leaving two associated nephews of the half blood and four unassociated nephews of the full blood, how is the property to be divided?

Quote also the opinions of the Vyavahara Mayukha and the Mitakshara on the subject.

X. Explain the following terms:

Nirindrya, Aprathibandha, Saprathibandha, Anvadhayam, Yautaka, and Ayautaka.

What are the rules governing the devolution of Yautaka, and Ayautaka according to the Benares school?

TUESDAY, 17TH JANUARY, 2 TO 5 P.M.

EVIDENCE AND CRIMINAL LAW.

I. In what respects did the ancient Penal Law differ from the modern Criminal Law? Why does not the latter countenance the right of personal retaliation and of the compounding of offences as much as the former?

Explain why the Indian Penal Code generally prescribes a maximum but not a minimum of punishment for offences. Note the exceptions.

II. 1. When will "accident" and "necessity" furnish a good defence in criminal cases?

2. Does the Criminal Law recognise the principle of contributory negligence?

A is driving his dog-cart furiously. B who is in a state of intoxication is passing along the road. A calls out to B to get out of the way but B does not do so. The dog-cart runs over him and he dies. Is A liable?

3. Why does the Indian Penal Code punish homicide by consent with less severity than the English Law? Mention any cases in which causing death does not amount to homicide.

III. How does the law relating to attempts to commit offences differ from the law of abetment thereof?

How does the Indian Penal Code regulate the punishment for such offences?

A induces B to break into the house of C and commit theft of C's property. B finding the door open enters into the house and finds no property. What offences, if any, have A and B committed?

Mention any points of difference between the English Criminal Law and the Indian Penal Code regarding this subject.

IV. 1. What is the object of the framers of the Indian Penal Code in making the breach of contracts of service penal?

Summarise the provisions of the Code relating to this subject.

2. Show by quotations from the Indian Penal Code that the British Indian Legislature has respected the ideas of the natives of India regarding the violation of marital rights and insults to religion.

V. A and B conspired to commit a theft in a sowcar's house. A removed a window and got into the house through the aperture. B, unable to effect his entrance in the same manner, looked around the house and found a door open, through which he entered the house and joined A. They both broke open boxes and removed their contents, consisting of jewels, bonds, and valuable cloths. They then went to the drawing-room, and finding a wax image of a man fancied that some domestic servant was going to seize them. They cut it down with the knives with which they were armed, and left the house with their booty. They were pursued by C and D, the village watchmen, for some distance, and apprehending a capture by the pursuers, threw a jewel to each of them by way of a bribe. C and D picked up their respective presents and desisted from their pursuit; and on their return, meeting two Police constables who were running in search of the thieves, told them that they (the thieves) escaped into an adjoining jungle, while in fact they hid themselves in a dilapidated house on the outskirts of the town. A and B destroyed the bonds, except the one executed by E in favour of the sowcar for Rs. 500, which they handed over to E, receiving from him Rs. 200. E wrote across the bond the word "cancelled" and kept it with himself. A and B then sold the cloths to F for a low price. G, A's brother-in-law, hearing that the Police were about to search F's house, went to F and substituted cloths of a similar description for those stolen, and burnt the latter.

State which of the aforesaid acts of A, B, C, D, E, F, and G are offences under the Indian Penal Code.

VI. Criticize the codification of the law in the case of the Indian Evidence Act and the Indian Penal Code, pointing out its

merits and demerits in comparison with the state of the English Law on the same subject.

VII. Explain the rule that opinions of witnesses are not receivable as evidence. Are there any exceptions to this rule?

What is the law laid down in (1) Daines and another *v.* Hartley; and (2) Carter *v.* Boehm?

VIII. Explain and illustrate how the burden of proof is shifted by presumptions, and *primâ facie* evidence. Distinguish between fictions of law and *presumptiones juris et de jure.* Mention some fictions of law found in

(1) The Probate and Administration Act,
(2) The Indian Penal Code,
and (3) The Hindu law.

IX. Explain the principles regulating the burden of proof in the following cases:

(1) A merchant is prosecuted under the Madras Municipal Act for storing raw skins and hides in his house without a license from the President of the Municipality.

(2) A landlord seeks to eject a tenant on an alleged forfeiture by breach of a covenant in his lease.

(3) A person is prosecuted for theft because of his possession of the alleged stolen goods.

X. Discuss the principles laid down in (1) Slatterie *v.* Pooley and (2) Lawless *v.* Queale, with reference to admissions. What are the provisions of the Indian Evidence Act on the subject?

XI. Is the evidence offered in the following cases admissible? Give reasons for your answer:

1. A sues B for the recovery of Rs. 100, being the arrears of rent due at Rs. 5 a month under a rent-deed executed by B. B offers evidence to prove that there was a contemporaneous oral agreement that he should occupy the house free of rent for the first month of his tenancy, and that he should be thenceforward liable to pay only Rs. 3 a month, and that the accumulated arrears of rent should be set off against his own share of profit in a partnership trade carried on by himself and A. A adduces evidence to show that the former tenants of the house always paid Rs. 5 a month to him and to his father, and produces several decrees obtained against them for house-rent at the said rate.

2. A charged B with criminal breach of trust, and C gave evidence in support of the charge. B having been acquitted, A was tried for preferring a false charge, and C for perjury. The depositions of the witnesses in the first case were offered in evidence against A and C.

WEDNESDAY, 18TH JANUARY, 10 A.M. TO 1 P.M.

LAW OF TRANSFER OF PROPERTY.

I. Explain the principles of the law of merger or extinguish-

ment of charges. Criticize the decision in *Toulmin* v. *Steere*, with reference to the later English decisions, and with reference to the law of India.

II. Within what limits are (1) restrictions against alienations, (2) directions for accumulation of income, attached to transfers of property, allowed in England and in India respectively? Give illustrations.

III. Compare the rights and liabilities of tenants for life with those of lessees

What are the principal propositions of law comprised in the opinion of the Court in *Lewis Bowles's* case?

IV. In what ways may a joint tenancy be severed?

State the substance of the rulings in *Morley* v. *Bird* concerning joint tenancy and tenancy in common.

Does the law of India agree or differ, and if so, how, from any rule for which that case is an authority?

V. In what ways may easements be created, and in what ways may they be extinguished, on or by a transfer of immoveable property? Give illustrations.

VI. In 1889 A advanced to B Rs. 15,000 on a mortgage of B's immoveable property situate at Madras. In 1890 A borrowed from a Bank at Madras Rs. 4,000, executing a promissory note in favour of the Bank for that sum with interest. In 1891 A borrowed Rs. 7,500 from C and for the repayment thereof with interest executed a deed, duly stamped and registered, mortgaging certain villages in Chingleput District belonging to A, and covenanting, whenever required by C, to assign to C by way of mortgage the mortgage-debt above-mentioned due by B to A. In 1892 the Bank, in a suit against A on the promissory note, obtained a decree against him for the principal, Rs. 4,000. and interest, due thereon, and in execution of the decree attached the said mortgage debt due to A by B. Until after the attachment the Bank had no notice of the deed executed by A in favour of C. No deed in pursuance of the above-mentioned covenant has ever been executed. Has the Bank's attachment priority over C's right under that covenant?

Is A entitled to compel C to proceed against the village mortgaged to him, for satisfaction of the debt due to him, before resorting to enforcement of his right under the covenant?

Give reasons for your answers.

VII. In what cases specified in the Indian Transfer of Property Act and Contract Act, respectively, is a transferee of property in a better position than his transferor, as against a person from whom such transferor had obtained it and who claims to be entitled to recover it?

VIII. Write a concise statement of the law as to renewable leases, and the construction of clauses in leases stipulating for renewal of the lease; giving illustrations.

If a lease contains a covenant by the lessor to renew the

lease, and in a subsequent part of the lease there is a clause providing that the lease shall not be renewable, which clause prevails?

IX. State, with reasons, what are the rights of the parties in the following cases:

1. A enters into a valid contract with B to buy B's field abutting on the river Brahmaputra for Rs. 1,000. Before the purchase-deed is executed and registered the field is carried away and destroyed by the river (in flood) altering its course.

2. A dies suddenly, intestate and issueless but leaving a widow and leaving property. A week before his death A made what purported to be a gift to B of certain jewels some of which belonged to him (A) and the rest to C. Two days before his death A made a gift of Rs. 500, his own (A's) money, to C. Till after A's death C was not aware of the gift to B.

3. A, who owes money to B, a Zemindar of the Vizagapatam District, delivers to B's muktiar in the town of Madras the title-deeds relating to his (A's) houses situate in Madras and to his lands situate in Vizagapatam District, respectively, as security for the debt.

X. State and explain the law as to covenants running with the land.

What provisions relating to such covenants are contained in the Transfer of Property Act?

WEDNESDAY, 18TH JANUARY, 2 TO 5 P.M.

LAW OF TRUSTS AND TRUSTEES.

I. Can corporations 1. create trusts; 2. be trustees; 3. be *cestuis que trustent*, (*a*) by the law of England, (*b*) by the law of India? If exceptions to the rule on any of these points exist, give them.

II. When is a trustee liable, and when exempt from liability, for misapplication of trust money by his co-trustee, with whom he has joined in signing a receipt for the money?

III. What has been the tendency in the course of the decisions of the English Courts upon the subject of precatory trusts, and how does the law stand now as to what ought and what ought not to be construed as amounting to a precatory trust?

IV. If a trustee, yielding to the request of a beneficiary, invests trust funds in a profitable, but unauthorized, investment, and by the failure of the concern in which the money is invested becomes liable to indemnify other beneficiaries for loss sustained thereby, what rights, if any, may the trustee have against the first-mentioned beneficiary?

V. Under what circumstances may a Receiver of a trust estate be appointed?

When there are more than one trustee of an estate, will the

disclaimer of the trust by one of the persons appointed trustees be a sufficient ground for the appointment of a Receiver?

VI. Write a short exposition of the law on the question whether, with reference to the terms of instruments of trust, trustees are bound to convert trust property of a temporary character (such as leaseholds) into property of a permanent character, where the trust is for several persons in succession.

VII. Is a trustee liable for loss of or damage to trust property caused

1. by fraud of an agent employed by him;

2. by the property being left by him, being trustee of a will, outstanding on securities as it stood at the testator's death;

3. by his omission to sue for an injunction to restrain a beneficiary in possession of the trust property—a house—as tenant for life, from allowing the house to fall into disrepair?

VIII. What rights does the law give to beneficiaries enabling them to ascertain how the trustee is and has been discharging his duties, and what is the condition of matters relating to the trust and the trust property?

IX. 1. What is the English law, 2. what is the present law of India, and 3. what was the law of India before the Indian Trusts Act, 1882, came into force, regarding the transfer of the trust property, on the appointment of a new trustee, from the remaining old trustee or trustees to him or them and the new trustee?

X. In what cases can a trust be revoked?

Why is revocation allowed in such cases, and not in others?

What effect, if any, has such revocation on the trust, and on acts done by the trustee, as such?

XI. Define and distinguish Implied trusts, Constructive trusts, and Resulting trusts.

XII. What are the conditions, and the limits, of the application of the doctrine of *cy près* to trusts for charitable objects?

THURSDAY, 19TH JANUARY, 10 A.M. TO 1 P.M.

MERCANTILE AND MARITIME LAW.

I. Explain the maxim "Jus accrescendi inter mercatores locum non habet," and state how far it applies to real property held in partnership for purposes of trade.

II. 1. A neutral vessel laden with the goods of one of two belligerents is captured by the other before they are conveyed to their destination. Supposing the goods were such as a neutral vessel may carry by the law of nations, is the owner of the vessel entitled to freight?

2. Suppose all the facts were the same except that the vessel was hostile and the goods neutral, can the captor claim any freight?

III. What are the limits of the authority of a master to borrow

on the owner's credit, and when does the authority to borrow on such credit cease?

Has the master any authority to hypothecate the ship in a port of the same country in which the owners are residing?

IV. A master successively executed three hypothecation bonds, the first on the ship only, the second on the cargo only, the third on the ship only; supposing all the three bonds to be valid, discuss the rights of the several creditors *inter se* to be paid out of the proceeds of the ship, freight, or cargo.

V. Describe accurately the right of stoppage in transitu, and trace the history of its growth.

Can a vendor ever terminate the transit so as to defeat the right of stoppage, and can the right of stoppage in transitu be ever prolonged beyond the voyage? If so, under what circumstances?

VI. Contrast the salvor's lien at common law and the salvor's lien by the Law Maritime.

VII. State whether the loss in each of the following cases is a loss to be borne by general average. If so, in what circumstances? If not, why not?

1. Part of the cargo is voluntarily given up to a pirate by way of composition to induce him to spare the ship and the rest of the cargo.

2. Part of the cargo is forcibly taken by a pirate from the vessel which he overpowered.

3. Ransom paid in the case of capture by an enemy.

VIII. Explain the term "general average." State concisely the nature of a general average act.

It what circumstances and to what extent does freight contribute to a general average loss?

IX. Describe clearly a voyage policy, pointing out its essential parts. Distinguish between deviation and change of the voyage and the legal consequences that follow in either case.

X. Explain Re-insurances, Over-insurances, and Double insurances.

A, a merchant, the value of whose interest was £1000, first effected a policy on this interest at Liverpool for £700, and then another policy on the same interest at London for £1000. Can A recover the whole amount on the London policy? If so, in what circumstances; if not, why not?

XI. State the rules regarding the adjustment of a particular average loss on ship under valued policies and under open policies.

XII. State briefly the principles laid down in each of the following cases:

Woolridge *v.* Boydell,
Chase *v.* Westmore,
Exparte Rowlandson.

THURSDAY, 19TH JANUARY, 2 TO 5 P.M.

CONSTITUTIONAL HISTORY OF ENGLAND.

I. State briefly the constitutional principles established in the reign of Edward III.

II. What were the causes of the high prerogative of the Tudors?

III. What salutary measures were passed by the Long Parliament?

How does Hallam show that they made but little material change in the constitution such as it had been established and recognised under the House of the Plantagenet?

IV. What were the main charges on which Lord Clarendon and Lord Danby were impeached?

What great constitutional principle was established in the impeachment of Lord Danby?

V. How does Hallam discuss the justice of the impeachment of Earl Strafford?

VI. Show how the existence of the standing army is reconcileable with Parliamentary Government.

VII. In case of a serious political controversy between the House of Lords and the House of Commons how is the question to be settled?

VIII. Give two instances where the Sovereign dismissed a Ministry which commanded the confidence of the House of Commons.

Discuss whether the action of the Sovereign in each of the instances was constitutional or not, judged by the modern theory of the constitution.

IX. State briefly the points in which a Federal constitution stands in contrast with the Parliamentary constitution of England.

X. Explain:

"As individuals the peers were the greatest people; as a House the collected peers were but the second House." *Walter Bagehot*

What were the main causes that contributed to create this anomaly?

FRIDAY, 20TH JANUARY, 10 A.M. TO 1 P.M.

PUBLIC INTERNATIONAL LAW.

I. Write a short discussion on the doctrine of Portalis:

"War is a relation of state to state and not of individual to individual."

II. An island is formed in the sea out of the alluvium brought down by a river flowing through more than one state. Supposing the island so formed is beyond the distance from shore within

which the sea is territorial, to which of the states, if to any, will the island belong? Give reasons.

III. 1. Explain the origin of the immunities usually classed under the head of 'exterritoriality.'

2. A sovereign, while within foreign territory, protects in his house an accused person, not a member of his suite, who takes refuge from the pursuit of local authorities. Supposing the sovereign refuses to surrender the refugee, what are the rights of the state?

IV. Explain 'the case of the Virginius.' What questions of international law were raised therein, and how was the case finally decided?

V. State A is at war with state B. A diplomatic agent charged with an embassy from state A to state C goes within the jurisdiction of state B and is arrested by state B. Supposing the state to which the agent was accredited was friendly to state B, discuss the legality of the arrest.

Mention the leading case on the point.

VI. 1. Explain:

(*a*) Contributions.
(*b*) Requisitions.
(*c*) A pacific blockade.
(*d*) An embargo by way of reprisal.

2. What is the object of granting *bons de requisition?*

3. What are the forms of reprisal commonly employed in recent times?

VII. 1. Foreign money lenders granted a loan to state A on the hypothecation of certain state revenues. Subsequent to the loan, war broke out between state A and state B. The belligerent state B comes into hostile occupation of the territory whose revenues were hypothecated. Discuss the right of the belligerent to appropriate revenues so hypothecated.

2. Certain individuals of state A lend money to state B. War breaks out between state A and state B. Does the obligation to pay the principal and interest continue, or can the debtor state sequestrate the amount due?

Give reasons.

VIII. Mention in what circumstances, if at all, are the following liable to appropriation by a belligerent:

1. Enemy property within territorial waters after the commencement of war.

2. Vessels driven to take refuge in an enemy's port
(*a*) by stress of weather
(*b*) by want of provisions.

3. Private property on non territorial seas.

IX. 1. Moveable property belonging to an enemy is captured. An ally of the owner recaptures it. Is the owner or the ally entitled to it?

2. A vessel is captured and is released upon ransom in

evidence whereof a Ransom bill is given, the sum stipulated for being £10,000. The vessel, for no justifiable cause, exceeds the time allowed for her voyage in the Ransom bill and she is captured afresh by an ally of the first captor. The vessel is sold by the second captor for £15,000. What rights, if any, have the several parties concerned to recover the amoun.. realised by sale?

3. How is the captor to recover the amount due upon a Ransom bill

(*a*) According to the law recognised by foreign maritime tribunals?

(*b*) According to the law of the English Courts?

X. What is 'the rule of the war of 1756'? What gave occasion to the rule?

FRIDAY, 20TH JANUARY, 2 TO 5 P.M.

PRIVATE INTERNATIONAL LAW.

I. What effect, if any, has a bankruptcy in the country of the insolvent's domicil on his power of disposition over his property in foreign countries?

II. How far, or under what circumstances, is the authority of an executor or administrator to whom probate or letters of administration have been granted by a foreign court recognised by the English Courts?

III. How does the English Common Law differ from the Roman Common Law in its modern application in Europe, on the question of extradition, where the person, extradition of whom is demanded, is a subject of the state on which the demand is made?

IV. "The status is determined by the domicil; the means of controlling or enforcing it by the *lex loci actus*." Apply these propositions in the cases of (1) marriage; (2) minority; and give an illustration in each case.

V. A testator dies, leaving immoveable property in the United States of America, and immoveable as well as moveable property in British India, and having by his will made dispositions of all these properties. Upon what depend the questions whether the dispositions in his will of these properties, respectively, are valid?

VI. A sues B in a Court in British India upon a contract entered into by them in a foreign country. The suit is barred by the Law of Limitation of that country but is not barred by the Law of Limitation of British India. Upon what depends the question whether the plea of Limitation is a good defence to the suit or not? And what is the general principle upon which the solution of the question is based?

VII. A is a resident of the Town of Madras, carrying on business there, and has dealings with traders in Pondicherry and in Bangalore. B, a Pondicherry merchant, brings a suit in the High Court at

Madras against A on a mercantile contract. Another suit against A is brought, in the same Court, by C, a Bangalore merchant, on another mercantile contract. In the former suit A pleads, as a bar to the suit, that B has already obtained judgment against him, on the same contract, in the French Court at Pondicherry, which is true. In the latter suit A pleads that C has already obtained judgment against him, on the same contract, in the Court of the Mysore State at Bangalore, which is true. Are these pleas good defences, in the two suits, respectively? Give reasons.

VIII. According to the law of British India, when does the law of a foreign country govern the transfer of an actionable claim

1. When the debt is due under a negotiable instrument;
2. In all other cases of actionable claims?

IX. A & Co., an English firm, enter into a contract with B & Co., a French firm, domiciled in France, for the supply of goods to B & Co. The contract is made, and is to be performed, in England. B & Co. become insolvent, and fail to take delivery of, and pay for, the goods, thereby committing breach of the contract. B & Co. having gone into liquidation in France, a judgment of the French Court pronouncing them to be in judicial liquidation is passed, the effect of which by French law is to absolve them from liability to an action by A & Co. on their contract. In an action brought by A & Co. in England for damages for the breach, B & Co. plead the French judgment in bar of the action. In whose favour ought the action to be decided, and for what reasons?

X. A German commits murder on the high seas, and is afterwards arrested in England. Upon what circumstances does it depend, whether this is a proper case for extradition, or for trial of the foreigner by the English Court?

SATURDAY, 21ST JANUARY, 10 A.M. TO 1 P.M.

ROMAN LAW.

I. Define and explain the following terms: *Res nec mancipi*, *Bonorum possessio*, *emphyteusis*; and distinguish between *usus* and *usufructus*; *occupatio* and *usucapio*; *Res nullius* and *Res publica*.

II. Distinguish between the duties of tutors and curators. How many kinds of tutors were there?

III. Define and explain the term *obligatio*. Into how many classes does Justinian divide it, and on what principle? How does *obligatio* differ from *pactum*?

IV. Explain the nature of the different classes of servitudes, and how they may be acquired and lost.

V. Compare the law of adoption and arrogation under Roman Law with similar institutions under Hindu Law.

VI. State what are the requisites of a valid testament, specifying those persons who could not make one. How does it differ from

a codicil? Contrast the Roman and English Law on the subject of the testamentary disposition of property.

VII. Explain fully the status and legal capacity of the issue from concubinage. Can illegitimate children be made legitimate? If so, under what conditions?

VIII. Enumerate and explain the different classes of heirs under Roman Law.

IX. Explain *capitis diminutio* and the several classes into which it is divided.

X. Trace the growth of the law of intestate succession, and point out the changes which Justinian effected in it.

XI. Define and explain the nature of mandates. How were they created and terminated? How does Justinian classify them?

XII. A Roman died intestate, leaving him surviving a father's father, both parents of the mother, a brother, a son and daughter of a sister. Which of them will succeed, and to how much?

FIRST L.M.S. DEGREE EXAMINATION, 1892.

MONDAY, 4TH JULY, 10 A.M. TO 1 P.M.

CHEMISTRY.

I. Define 'atom' and 'molecule,' 'atomic weight,' and 'molecular weight.'

Explain, with examples, the difference between atomic and molecular formula.

II. State Boyle's law of pressures.

What volume will 1000cc of oxygen at 0°C and 760 mm. become at a temperature of 16°5C and under a pressure of 735 mm.?

III. Give the formulæ representing three different modes by which ammonia can be produced.

How many litres of ammonia measured at 10°C and under a pressure of 755 mm. can be obtained from 100 grains of sal-ammoniac?

IV. Name the three allotropic modifications of carbon. State their chief peculiarities.

How many grams of carbon will be needed to convert 100 litres of carbon dioxide at 0°C and 760 mm. into carbon monoxide, and how many litres of this latter gas will be formed?

V. Explain the bleaching action of chlorine, and state what is meant by nascent condition.

Describe the action of water upon chlorine monoxide, nitric pentoxide, and carbon dioxide.

VI. What is the composition and mode of preparation of arsenuretted hydrogen?

1. Name the tests by which arsenic can be detected with certainty.

2. Point out the general chemical relations of arsenic, phosphorus, and nitrogen compounds.

VII. Give examples of monad, diad, triad, and tetrad elements.

1. Explain what is meant by saturated and non-saturated carbon compounds

2. Name the chlorine substitution products of marsh-gas.

VIII. Name the properties and mode of preparation of methyl alcohol.

1. Give a short account of the principal phenomena of fermentation.

MONDAY, 4TH JULY, 2 TO 5 P.M.

MATERIA MEDICA AND THERAPEUTICS.

I. Enumerate the officinal preparations containing pure *opium*, giving the strength of this drug in each

II. Mention four of the officinal preparations of *arsenious acid*; state their doses and therapeutic uses.

III. Write prescriptions illustrating (1) chemical, (2) therapeutic, and (3) absolute, incompatibility.

IV. Give four of the officinal preparations of *Belladonna*, with their doses and therapeutic uses.

V. What is the source of *Iodum*? Give the composition of three of its officinal preparations. What is the form chiefly used for internal use? Give the therapeutics of the drug as an external remedy.

VI. Give four of the officinal preparations of *Ipecacuanha* with their doses and medicinal uses.

TUESDAY, 5TH JULY, 10 A.M. TO 1 P.M.

PHYSIOLOGY.

I. Describe the changes which take place during coagulation of blood.

II. Describe the uses of ciliated epithelium in the different places in which it occurs.

III. Explain the production of the first sound of the heart.

IV. What are the advantages of a mixed diet?

V. Describe the microscopic structure of a human tooth.

VI. Describe the structure and functions of the glands which are found in the walls of the stomach.

VII. Give an account of the functions of the grey matter of the brain

TUESDAY, 5TH JULY, 2 TO 5 P.M.

ANATOMY.

I. Give the origin, insertion, relations and action of the supinator longus muscle.

II. Give the course, relations, branches and anastomoses of the External Plantar artery.

III. Describe a dissection to expose the external surface of the Obturator membrane.

IV. Describe the ankle-joint as regards: 1st, the bones entering into its formation; 2nd, its ligaments; 3rd, its movements; 4th, the muscles producing these movements; 5th, the muscles in relation with it.

V. Give the nerve-supply of the following muscles:
(1) Pectoralis Minor, (2) Subscapularis, (3) Supinator Brevis, (4) Pectineus, (5) Peroneus Longus, (6) Serratus Magnus, (7) Tensor Vaginae Femoris.

SECOND L.M.S. DEGREE EXAMINATION, 1892.

MONDAY, 11TH JULY, 10 A.M. TO 1 P.M.

MEDICINE.

I. Describe the causes, symptoms, and treatment of acute bronchitis in an adult.

II. Typhoid fever: On what does the diagnosis depend? Give the treatment of an uncomplicated case.

III Describe the physical signs of pleurisy with effusion, 1st on the left side, 2nd on the right side.

IV. What do you understand by Renal Colic? Contrast its symptoms with those of intestinal colic. Give its cause and treatment.

V. Mention three of the most common parasites which infest the alimentary canal in man; name the particular portion of the canal in which each variety is generally found; and give the physical and constitutional effects of their presence.

VI. What are the chief processes used for detecting albumin in the urine? Give your reasons for the different steps in each process

MONDAY, 11TH JULY, 2 TO 5 P.M.

SURGERY.

I. Describe the signs of a dislocation of both bones of the forearm backwards at the elbow-joint. For what injuries may this

accident be mistaken and how would you reduce and subsequently treat this dislocation?

II. Give the usual causes and the consequences of inflammation of the Lymphatics of the arm.

III. What are the local and constitutional symptoms of Hæmorrhage? Define the terms: Primary, Recurrent, and Secondary Hæmorrhage and give their causes.

IV. What are the differences between the coverings and relations of an oblique and a direct inguinal hernia? What are the risks attending the operation for strangulated hernia in either case, and how would you avoid them?

V. Describe the ordinary forms of corneal ulcers. Give their causes, terminations, and modes of treatment.

TUESDAY, 12TH JULY, 10 A.M. TO 1 P.M.

MIDWIFERY AND DISEASES OF WOMEN AND CHILDREN.

I. Give a short account of the changes which take place in the uterus and vagina consequent upon pregnancy from its commencement up to the full term.

II. How far is it necessary to interfere in Breech presentations? In what way may risk to the child be increased by injudicious management?

III. A Primipara has had pains for some hours, head presenting, os uteri barely half dilated and its edges thin, pains are feeble and ineffective, and she is becoming exhausted from suffering and want of rest. What are the points to be ascertained and the indications for treatment?

IV. State the symptoms, causes, results, diagnosis, and treatment of backward displacement of the gravid uterus.

V. Enumerate and classify the chief causes of 'Amenorrhœa' and state the appropriate treatment.

VI. Give the various causes of convulsions in children under two years of age, and your treatment.

TUESDAY, 12TH JULY, 2 TO 4 P.M.

MEDICAL JURISPRUDENCE.

I. You are summoned to a spot in the jungle where the dead body of an adult male has been found and is still lying untouched. To what particular points regarding the dead body and its coverings would you direct your attention in making an examination?

II. State what you know concerning Cadaveric Rigidity.

III. 1. Give a list of the poisons most frequently employed in India, specially noting any that are *very* frequently used.

2. How is it that in some cases a poisonous substance causes death and in others fails to produce a fatal or any effect? In other words, give the causes that may modify the action of a poison.

IV. Tabulate in parallel columns the differences in characteristics of a 3rd month fœtus, a 7th month fœtus, and a full term child.

WEDNESDAY, 13TH JULY, 10 A.M. TO 12 NOON.

HYGIENE.

N.B.—*Four only of these questions are to be attempted.*

I. The Municipality wishes to build a slaughter-house on improved sanitary principles and consults you; state briefly what conditions you would lay down as absolutely essential.

II. What is meant by "mean age at death" and "expectation of life"? Discuss their relative value as an indication of the sanitary condition of a population.

III. State briefly the essentials to be observed in the selection of a site for, and in the construction of, a well, the water of which is intended to be used for drinking purposes.

IV. Describe the effects of the continued excessive consumption of alcoholic drinks on the health of an individual. State in detail the evidence available as to their value when used by men who have to undergo severe and prolonged physical exertion.

V. Give the essentials of the dry-earth system of conservancy.

VI. What are the peculiar effects on health of residence at high elevations above the sea-level? State the effect of such elevation on the prevalence of malarial disease.

PRELIMINARY SCIENTIFIC EXAMINATION, 1892.

MONDAY, 4TH JULY, 10 A.M. TO 1 P.M.

CHEMISTRY.

I. How can the atomic weight of a body be determined (1) when it can be obtained in the gaseous state, (2) when it cannot be so obtained?

In the latter case is the result as certain as in the former?

II. Describe the preparation and properties of nitrous oxide gas, and the tests by which you could distinguish it from other gases.

III. Write down the equation for the reaction which takes place when manganese dioxide and sodium chloride are acted on by sulphuric acid. What volume of chlorine at a pressure of 740 m.m. and a temperature of 20°C can be obtained from 20 kilos. of sodium chloride. [Na = 23, Cl = 35·5]

IV. Enumerate the principal compounds of chlorine with oxygen, giving the formula for each and brief notes of their properties.

V. How are crystals distinguished from other bodies? State the usual classification of crystals and give an example of each class.

VI. By what tests would you decide on the purity of any given sample of water and on its suitability for ordinary household purposes?

VII. Give the equations representing the following reactions:

1. The production of nitric acid from a nitrate.
2. The production of sulphuric acid from iron pyrites.
3. The production of nitric oxide by the action of nitric acid on copper.
4. The production of phosphorus from bones.

VIII. Compare the properties of the halogens with reference to their combinations with oxygen and hydrogen.

IX. Describe a method of preparing sodium in quantity.

X. Describe the compositions of a blow-pipe flame, and give examples of the use of the blow-pipe in qualitative analysis.

MONDAY, 4TH JULY, 2 TO 5 P.M.

PHYSICS.

I. Explain what is meant by the 'pressure at any point' in a liquid, and show that in a liquid at rest under gravity the pressure is proportional to the depth of the point below the free surface.

Taking the density of the air throughout the atmosphere to be 0·01293 grams per c.c., find what would be the height of the atmosphere, when the pressure on the surface of the earth is that due to 760 m.m. of mercury, the specific gravity of which is 13·6.

II. Describe the general behaviour of solids when heated.

When metal wires have to be melted through glass—as in eudiometer tubes—platinum wires are always used. Is there any reason for this selection?

III. On what does the pressure of a vapour in a closed space and in contact with its own liquid depend?

In a thin silver vessel containing water a piece of ice is placed. A short time afterwards the outside of the vessel is observed to be covered with moisture. Where does the moisture come from, and what information is obtained by observing the temperature of the contents when moisture first appears on the outside?

IV. Give a brief description of the syren, and of any method by which the number of vibrations made by a tuning fork per second may be determined.

V. Find a relation between the positions of a bright point, held in front of a concave spherical mirror, and its image.

If the radius of the mirror is 12 cms. and the distance of the bright point from the mirror 4 cms. determine the position of the image and whether it is real or virtual.

VI. On what does the focal length of a lens depend?

A pure spectrum is formed on a screen. A lens is held with its axis perpendicular to the screen, so that a real image of the spectrum is formed on a screen held on the other side of the lens. Must this screen be held perpendicular to the axis of the lens or slightly inclined to it? Give reasons for your answer.

VII. Define the term 'electric density' and give a general idea of the relative densities at different points of a conductor of cylindrical shape with rounded ends:

1. When insulated and charged.
2. When discharged, insulated, and brought with one end near a charged sphere.
3. When uninsulated and brought with one end near a charged sphere.

VIII. Describe the action of a current flowing in a straight wire on a freely suspended magnetic needle placed in its neighbourhood, and an instrument depending on this effect which is used to measure very small currents.

IX. Explain what is meant by 'magnetic induction.' A bar of soft iron is held with its length pointing north and south. Is it a magnet or not? If it is, which is the north seeking pole?

TUESDAY, 5TH JULY, 10 A.M. TO 1 P.M.

BOTANY.

I. Describe fully the *flowers* and *fruits* of the plants marked A. and B. To what Natural Orders do they belong?

II. Describe the structure of the fruit of the Pine-apple and contrast it with the cone of a Fir.

III. Mention any plants producing seeds which contain both *perisperm* and *endosperm*; and explain, by means of diagrams, in what parts of the seed they each occur.

IV. What are the more important elements which enter into the composition of the food of plants?

V. What modifications would you expect to find in the structure of

1. Aquatic plants?
2. Pale parasites?

VI. Give an account of any apparatus which would show that green-leaved plants give off Oxygen.

FIRST M.B. & C.M. EXAMINATION, 1892.

MONDAY, 4TH JULY, 10 A.M. TO 1 P.M.

COMPARATIVE ANATOMY.

I. Give an account of the adaptation of the Mammalian stomach to different life habits.

II. Compare the articulation of the skull with the vertebral column in Fishes, Amphibia, Birds, and Reptiles.

III. What is known as to the process of fertilisation of the ovum by the spermatozoa?

IV. Describe the means by which the locomotion of Protozoa, Jelly-fishes, Star-fishes, and Earthworms is effected.

V. Describe the life history of Tœnia Solium.

VI. Give an account of the simplest sense organs met with in the animal kingdom. What is known with regard to sensation in the Protozoa?

MONDAY, 4TH JULY, 2 TO 5 P.M.

MATERIA MEDICA.

I. Enumerate the pharmaceutical preparations containing pure *opium*, giving the strength of the drug in each.

II. Give the officinal preparations, doses, and medicinal uses of *arsenic*.

III. What is meant by the term *accumulation* in connection with the administration of drugs? Mention the drugs which commonly exhibit this quality.

IV. Give the officinal preparations of *Belladonna* with their doses and therapeutic uses.

V. What is the source of *Iodum*? Name and give the composition of its officinal preparations with the doses of those used as internal remedies. Give the therapeutics of the drug (1) as an external, and (2) as an internal remedy.

VI. Name the officinal preparations of *Ipecacuanha* with their doses. What are the therapeutic uses of this drug?

TUESDAY, 5TH JULY, 10 A.M. TO 1 P.M.

PHYSIOLOGY.

I. Describe the nervous mechanism which regulates the heart's action.

II. Give an account of the functions of the lymphatic system.

III. Describe the development and functions of the allantois.

IV. Enumerate and give an account of the function of the various unorganised ferments produced in the body.

V. Explain the phenomena of the pulse.

VI. Describe the various experiments by which the action of the gastric juice can be demonstrated.

TUESDAY, 5TH JULY, 2 TO 5 P.M.

ANATOMY.

I. Describe the hyoid bone. Enumerate the muscles attached to it, and give their origin and insertion.

II. Describe the course and relations of the ulnar artery and give its anastomoses.

III. Describe the radio-ulnar articulations. What movements take place between these two bones and what muscles are concerned in the production of these movements?

IV. Give the boundaries of the fourth ventricle and describe the position of the different structures seen on its floor.

V. Describe a dissection to expose the lingual nerve in the whole length of its course.

SECOND M.B. & C.M. EXAMINATION, 1892.

MONDAY, 11TH JULY, 10 A.M. TO 1 P.M.

MEDICINE AND PATHOLOGY.

I. Describe the causes, symptoms, prognosis, and treatment of acute bronchitis.

II. Typhoid fever: on what does the diagnosis depend? What are the chief complications? Give their treatment. Describe the development and terminations of the typhoid ulcer, and how it is to be distinguished from ulceration of the bowel due to other causes.

III. Pleurisy of the left side: give aetiology, symptoms, physical signs (at different stages), treatment, and terminations.

IV. What do you understand by Renal Colic? Contrast its symptoms when on the right side with hepatic and intestinal colic Give its aetiology, pathology, treatment, and prognosis.

V. Mention and describe the parasites which infest the alimentary canal in man; name the particular portion of the canal in which each variety is generally found; and give the physical and constitutional effects of their presence.

VI. Describe carefully the different methods in use for the qualitative estimation of sugar in diabetic urine. Describe also a method for the quantitative estimation of both urea and sugar.

MONDAY, 11TH JULY, 2 TO 5 P.M.

SURGERY.

I. Describe the characters of the lupous, the rodent, and the tertiary syphilitic ulcer, pointing out those that are specially relied on in diagnosis.

II. To what causes may a rise of temperature after a severe operation or injury be due? Describe the circumstances which would influence your view of it, in relation to diagnosis and prognosis.

III. Describe the signs of fracture of the surgical neck of the humerus; explain these on anatomical grounds, and give the treatment of the injury.

IV. What are the symptoms of the stages in the constitutional disturbances attending severe burns, and what are the leading factors in forming a prognosis?

V. What is Enchondroma? Describe its characters and mention the structures in which it is developed.

TUESDAY, 12TH JULY, 10 A.M. TO 1 P.M.

MIDWIFERY AND DISEASES OF WOMEN AND CHILDREN.

I. What is the ordinary duration of pregnancy, from what data can it be calculated and how, and what are the causes which determine the coming on of the labour?

II. In what circumstances does rupture of the Uterus in labour most frequently occur? What are its symptoms and what is the appropriate treatment?

III. In 'Placenta Pravia' state the circumstances which will render 'Turning' necessary, those which will justify the use of the forceps, and those in which you may allow labour to proceed without interference.

IV. Give an account of the various local lesions met with in different forms of Puerperal fever.

V. Give the diagnosis of 'Ovarian Dropsy' and state how it may be distinguished from pregnancy, fibrous tumours, and ascites.

VI. What are the symptoms and pathological changes met with in rickets, infantile syphilis, and chronic hydrocephalus?

TUESDAY, 12TH JULY, 2 TO 5 P.M.

MEDICAL JURISPRUDENCE.

I. 1. What is the natural period of human gestation and how may it be calculated?

How far may this period be prolonged?

2. Is super-fœtation possible?
3. What is the earliest Viable age?
4. What are the causes of impotence or sterility in the male?

II. 1. The body of a person poisoned by arsenic is exhumed after being buried for some months: what appearances would you expect to find, and what are the parts especially necessary to be removed for the detection of the poison?

2. To what sources has the presence of arsenic in the dead body been ascribed; how would you meet statements of this nature in endeavouring to establish the presence of arsenic in a criminal case of poisoning by that substance?

3. Describe very briefly, but clearly, the methods of analysis you would pursue in investigating a case of arsenic poisoning.

III. Give shortly a description of the various methods and substances employed to procure criminal abortion in India.

IV. In order to conceal a murder an attempt is sometimes made to burn the body of the murdered person. How may such *post-mortem* burns be distinguished from those inflicted *ante mortem?*

V. What are the chief points by which Feigned may be distinguished from True Insanity?

WEDNESDAY, 13TH JULY, 10 A.M. TO 1 P.M.

HYGIENE.

I. The Municipality wishes to build a slaughter-house on improved sanitary principles, and consults you; state the conditions you would lay down as absolutely essential; also other details you would advise, though not absolutely essential.

II. Describe in detail, giving approximate dimensions, the dwelling of the average middle-class Hindu in your own part of the country, including conservancy arrangements. Discuss the construction, &c., from a hygienic standpoint, and say how any defects you notice ought to be remedied. Give details.

III. Compare carefully the following sources of water-supply: (1) shallow well-water, (2) deep well-water, (3) tank-water collected from cultivated land, (4) tank-water from uncultivated hills, (5) river-water, (6) spring-water.

IV. How does filtration affect the purification of water? Describe and give a sketch of the Macnamara filter.

V. Give the essentials of the dry-earth system of conservancy. Where have you seen them carried out? Compare it with the water system.

VI. What is meant by *absolute* and *relative* atmospheric humidity? Define *dew-point.*

WEDNESDAY, 13TH JULY, 2 TO 5 P.M.

OPHTHALMIC MEDICINE AND SURGERY.

I. What are the causes of inflammation of the retina? Give the differential diagnosis and treatment of each form.

II. In what cases is the Perimeter useful for diagnostic purposes? How do you distinguish these different conditions from each other?

III. What are the causes, symptoms and terminations of cyclitis?

IV. What are the various forms of intra-ocular tumours? Give their differential diagnosis and treatment.

B.C.E. DEGREE EXAMINATION, 1893.

MONDAY, 16TH JANUARY, 10 A.M. TO 1 P.M.

SURVEYING AND LEVELLING.

NOTE.—*Traverse Tables may be used. Particular attention will be given when marking to neatness and accuracy.*

I. The area of a lake known to be one square mile is found to measure 36 square inches on a map. Find the R. F.; and draw comparative scales of chains and metres, to measure a mile and kilometre, to read a chain and ten metres respectively.

II. What consideration determines the limit of accuracy required in measuring off-sets for a survey? Illustrate your answer by an example.

III. The area of a field computed from the survey was 10 acres. The chain used proved to be only 99 links long, what is the true acreage?

IV. When making a survey of an existing railway describe exactly how you would find the radius of any curve as laid

1. With a tape or chain only.
2. With a tape or chain and Theodolite.

V. Two fields are separated by a crooked fence A.B. as follows:

	A					B
Distance in links	0	50	250	400	500	751.
Offsets do.	0	75	99	51	150	0

The owners wish to make an equalising straight wall from A in lieu of the irregular one. Plot the existing one to a scale of one chain to an inch, and determine and draw in the new fence, showing how this is done, then prove the accuracy of your work by computation.

VI. Prepare a Traverse Table, compute the area therefor, and plot the survey to a scale of one chain to an inch from the following data:

Data—Bearing of *A.B.* 50° 12′ NE.

Sides	*AB*	*BC*	*CD*	*DE*	*EA*
Length	8·35	9·70	15 98	18·80	24·14 chains.
Interior Angles	*EAB*	*ABC*	*BCD*	*CDE*	*DEA*
	28° 56′	270° 11′	61° 10′	113° 41′	66° 2′

VII. Rule and prepare neatly a Field Book for the line *A.B.* shown in the accompanying diagram.

MONDAY, 16TH JANUARY, 10 A.M. TO 1 P.M.
MECHANICAL ENGINEERING.

I. Find the H. P. exerted by a pump in pumping out a tank 21 feet by 15 feet by 4 feet; the top of the tank is 16 feet below the outlet level of the pump, the loss through non-efficiency is 40 per cent.; a cubic foot of water weighs 62 lbs.; the tank was pumped out in 5 hours.

II. If the maximum strain to be allowed on wrought iron be taken as 5000 lbs. per square inch, what pressure may be applied at the end of a crank 16 inches long to be transmitted by a shaft 6 inches in diameter?

III. 1. Work out the strains, graphically or otherwise, on the jib and stay of the 3 ton crane shown in fig. 1.

2. State whether in your opinion the holding-down bolts are of suitable section; if not, whether they should be larger or smaller, assuming a working strain of 5 tons per square inch.

IV. Describe clearly the mode of using steam expansively

1. in a stationary engine cylinder;
2. in a locomotive cylinder.

V. Fig. 2 represents part plan, with section, of the longitudinal seam of a high-pressure steel boiler; show the rivets you would put in, giving full particulars as to pitch and diameter: and explain how the dimensions are arrived at.

VI. Work out the annexed indicator diagram, fig. 3; show the point at which the steam is cut off, and state whether the slide valve and eccentric are in correct adjustment, or require alteration: if the latter, what?

MONDAY, 16TH JANUARY, 2 TO 5 P.M.
MECHANICAL ENGINEERING.

Make pencil sketches, fully dimensioned, of any of the following details. The sketches need not be to scale, but should be finished well enough to enable working drawings to be prepared from them. Eight of them, well drawn, will secure full marks.

I. The big end of an ordinary locomotive connecting rod.

II. The poppet head of a 5″ metal-turning lathe.

III. A weighted safety-valve, in section, for a 10 H. P. vertical boiler.

IV. A pile-driving machine . the winch need not be given.

V. A 4″ certrifugal pump, in elevation.

VI. A disk crank of suitable proportions for a throw of 18 inches and a speed of 120 revolutions per minute, to transmit about 30 H. P

VII. The tool-box of a large planing machine, showing device for relieving the tool on the return stroke.

VIII. Two approved methods of making joints in large leather belts.

IX. The iron hook of a 10-ton wharf crane.

X. A Hooke's joint for 2″ shafting.

MONDAY, 16TH JANUARY, 2 TO 4 P.M.

SURVEYING AND LEVELLING.

NOTE.—*The sections and drawings are to be done neatly in pencil. The remainder of the afternoon will be devoted to practical examination in the use of Surveying and Levelling instruments.*

I. Reduce the following levels :

Back sight.	Intermediate.	Fore sight.	Rise.	Fall.	Reduced level.	Distance by Gunter's chain.
13 16					30·63	0 00
	10 32					1·00
	8 33					2·00
	6·72					3 00
	5·64					4·00
		4·30				5·00
6·41						
	3·32					6·00
	2 27					7·00
		9·56				8·00
6·21						
	8·72					9 00
	10·36					10 00
	12·93					11 00
		13·62				12 00
10 32						
	8·41					13 00
	7·80					14·00
	5·93					15 00
	4 00					16·00
	2·32					17·00
		5 10				18 00

II. Plot longitudinal section scale 2 chains to 1 inch horizontal, and 20 ft. to 1 inch vertical. Mark on section the formation level of a road 45·00 at 0·00 and falling 1 in 66.

III. Draw a plan of cutting and embankment from 0·00 to 8·00, scale 20 ft. to 1 inch; the cross section of the ground is level. Show by shading which is cutting and which embankment.

IV. The gradient post shows that the line falls from 0·00 to 6·00 at the rate of 1 in 100. The reduced level of B. M. is 27·50; the back sight on B. M. is 7·32, the reading on staff at 0·00 on rail level is 9 50; at 4·00, 12·62; at 4·25, 12·55; at 5·00, 12·76; at 5·25, 12·96; by how much should the line be raised or lowered at each place so that the gradient may be true to 1 in 100 without disturbing the line at 0·00? The distances are measured by Gunter's chain.

TUESDAY, 17TH JANUARY, 10 A.M. TO 1 P.M.

STEAM AND THE STEAM ENGINE.

N.B.—*Molesworth's Pocket Book of Engineering Formulæ may be used in replying to this paper.*

I. Explain the terms *superheated*, *saturated*, and *wet* steam respectively. How is efficiency lost in using wet steam? Define the expression *thermal unit*; and describe a method of measuring the latent heat of steam.

II. What is the meaning of nominal, indicated, and brake horse power? An engine is making 180 revolutions per minute, the pull on the brake is 55 lbs., the brake pulley is 4 feet in diameter; what is the B. H. P.?

III. Steam of 80 lbs. pressure above the atmosphere is used in a cylinder: it expands down to 6 lbs. absolute at the point of release. What is the ratio of expansion, assuming the clearance to occupy a space equal to 5 per cent. of the stroke; and the release to take place at a point, before the end, 6 per cent. of the stroke?

IV. A locomotive weighing 30 tons is drawing a train of 160 tons up a gradient of 1 in 200 at a speed of 15 miles per hour. The diameter of the cylinders is 18 inches, the stroke 24 inches, and the diameter of the driving wheels is 6 feet. What mean pressure of steam is required to overcome the resistance of the engine and train? Other resistances, due to friction in the moving parts of the engine, may be neglected.

V. Make a sketch of a Giffard's injector, showing how the adjustment of steam and water supply is effected. Explain the principle on which the injector works; and mention any other application of that principle with which you may be familiar.

VI. Describe the action of an automatic expansion gear, with sketches in elucidation of your text. What advantages is such a gear said to possess, in controlling an engine, over the ordinary governor and throttle-valve?

VII. 1. Draw indicator diagrams illustrating the effects of
deficiency of lead,
a leaky piston, when leaking through a portion of the stroke,
'wire drawing,'
a badly fitting slide valve.

2. Explain the method of reducing diagrams of compound engines to one scale.

TUESDAY, 17TH JANUARY, 10 A.M. TO 1 P.M.

CONSTRUCTIVE ENGINEERING.

I. A Railway bridge 60 feet span is supported by a pair of lattice girders 10 feet deep of the type shown in the accompanying diagram.

If the dead load be equal to one ton a foot, and the live load to $1\frac{1}{8}$ tons per foot, find the nature and amount of the stress on each member of a girder when the bridge is fully loaded, and write these on an outline drawing showing tension and compression members by thin and thick lines respectively.

II. A W. I. plate girder for a building 30 feet span, 3 feet deep has to support a uniform load, including its own weight, of one ton per foot, and also a load of 10 tons resting on its centre; the flanges are to be made of $\frac{3}{8}''$ plates 12 inches wide, not longer than 20 feet, joined to the web by a pair of angle irons $3\frac{1}{2}'' \times 3\frac{1}{2}'' \times \frac{1}{2}''$ the full length of the girder.

Draw bending moment diagram to scales of 4 feet to an inch horizontal and 100 tons to an inch vertical; and a half plan and elevation of the tension flange to a scale of $\frac{3}{4}$ inch to a foot, with figured dimensions, showing ends of plates, joint covers and position of rivets, which are to be $\frac{3}{4}''$ diameter, allowing for a working flange stress of 5 tons per square inch.

III. Steel girders of I section 12 inches deep, with equal flanges $6'' \times \frac{3}{4}''$, and a web $10'' \times \frac{3}{4}''$ used to support a terrace roof 28′ 6″ span, were found to have deflected $1\frac{3}{4}$ inches at the centre when the roof was finished.

Were they overstrained, assuming E=13,000 tons, and the safe working stress for steel $6\frac{1}{2}$ tons per square inch; if so, to what extent?

IV. A Tee iron whose head is $4'' \times \frac{1}{2}''$ and shank $3\frac{1}{2}'' \times \frac{1}{2}''$ is laid on horizontal supports 7 feet apart. Find the total distributed load it will bear, neglecting its weight, so that the maximum working stress may be 4 and 5 tons per square inch respectively in compression and tension.

1. When the head is up with the load on it.
2. When turned shank up the load being on this.
3. In which position is the greater load carried and why? Supposing the load increased to the breaking point, explain by sketches how failure would occur in each position.

V. The roof tress shown in the accompanying diagram is acted on by forces shown in magnitude, position, and direction by lines marched thereon, those being the resultants of the total vertical dead-load, and normal wind pressure on the right half. Find the total reaction at each support, in amount and direction.

State which bars are redundant, and of what practical use these are; draw frame and show diagrams assuming these bars omitted, to scales of 8 feet and 2 tons to an inch. Use Bow's lettering if you know it, and write on each bar of the frame diagram the nature and amount in tons of the stress on it.

TUESDAY, 17TH JANUARY, 2 TO 5 P.M.

CONSTRUCTIVE ENGINEERING.

I. Describe the process of making mortar with lime fresh from the kiln.

II. Make a dimensioned sketch of a door frame 8′ × 4′. Show how it is put together and how it is fixed into the wall; give detail cross sections of each part.

III. Sketch a cofferdam for a cutting in wet soil 50′ 0″ × 16′ 0″ × 16′ 0″ giving dimensions of timbers used, and describe the process of putting in the timber work during the progress of excavation.

IV. Sketch a centre for a 15′ 0″ arch, describe the processes of putting it up, of turning the arch, of striking centres, and name the chief points to be observed in securing good results.

V. Sketch and describe a culvert with plugs at three levels similar to those usually employed for tank irrigation.

VI. Describe the method of drawing the true line of resistance which corresponds to the minimum thrust in a symmetrical arch ring symmetrically loaded. What conditions should this fulfil to ensure stability?

VII. Make a sketch of an arch-bridge 15 ft. span under a bank 18 ft. high with slopes 1½ to 1, showing dimensions of abutment, wing walls, and arch.

WEDNESDAY, 18TH JANUARY, 10 A.M. TO 1 P.M.

HYDRAULICS.

NOTE.—*It is requested that the Formulæ used and steps in the work may be clearly shown.*

1. A sheet iron cistern with vertical sides ⅜″ thick, has on one side a right angled triangular orifice whose base is horizontal one foot wide, and 4′ 4″ below water surface; and on two other sides circular openings six inches in diameter, whose centres are 9 feet below water level; to the outside of one of these a pipe one foot long and 6 inches internal diameter is fixed, and to the inside of the other is fastened a similar pipe.

What will be the discharge from each orifice, and the quantity of water necessary to keep the water level in the cistern constant?

II. The rainfall over the catchment basin 20 square miles in extent of a tank was half an inch an hour, after a time the depth flowing over the calingula 100 feet long was observed to remain steady at 5 feet, with the tail water one foot above the weir crest:

Calculate the discharge, and percentage of rainfall running into the tank.

III. A Railway embankment having a girder bridge 40 feet span with splayed wings through it, divides a tank in two. While this is filling the water is found to be 6 feet deep on the upper side of the bridge, and 5 feet on the lower side; what quantity of water is passing through the bridge? State the approximate bottom velocity, and if a masonry floor is necessary; if so, why?

IV. A horizontal pipe 100 feet long one foot in diameter is laid under a tank bund; find its discharge when the water is 9 feet deep over the centre of its inner end; make a sketch showing the virtual slope of this pipe, and write on its inclination.

V How long will it take to lower the water surface in a cistern six feet square shown in the accompanying diagram from the upper line A, to the lower one B; from the moment a plug is removed from the lower end of pipe C.D 6 inches internal diameter 14 feet long, neglecting friction of bend?

VI. Find the time necessary to fill a service reservoir with vertical sides 100 feet square inside, supplied from a storage reservoir by a pipe 12,544 feet long, one foot in diameter, the centre of pipe inlet being 10 feet below water level.

do. do. at exit in service reservoir	196	do.	do.
Bottom of service reservoir ...	199	do.	do.
Full water level service reservoir ...	169	do.	do.

Assume C = 78 for the pipe.

VII. Fig. 2 is a section of the ground along which a pipe line has to be laid from a reservoir to a town; the water surface in the reservoir and centre of the end of the pipe E. being 65·75 and 10 feet respectively above datum.

Describe how you would arrange the pipes, and calculate the diameters to be used to deliver 2 cubic feet a second at E. when the pipes become old.

1. If the discharge at E. is free into a cistern below it.

2. If it is joined to a street main to give a pressure equal to 32·27 feet of water.

Mark on hydraulic gradients and give reasons for your arrangements.

VIII. What section is most suitable for a masonry aqueduct, and what condition should brick channels for variable discharge fulfil? For what purpose are these used? Sketch the section generally adopted.

WEDNESDAY, 18TH JANUARY, 2 TO 5 P.M.

MECHANICAL ENGINEERING—ESTIMATING.

Estimate the cost of the pile-driving machine shown in the accompanying drawing.

Bolts and nuts of suitable sizes, and screws, required for securing the various parts of the frame, and the iron plates, should be estimated for.

PRICES.			RS.	A.	P.
Iron castings	per cwt.	...	5	10	0
„ forgings	„ „	...	21	0	0
„ chain ½″	„ „	...	16	8	0
„ bolts and nuts	„ lb.	...	0	4	0
„ stud bolts and nuts	„ „	...	0	6	0
Drilling and tapping c. iron, per sq. in. of surface cut	... ...	...	0	1	3
Drilling w. iron, per sq. in. of surface cut		...	0	0	1
Teak timber, wrought, per cubic foot		...	4	4	0
Rope, hemp, 1½″	„ lb.	...	0	3	0
Screws, wood iron, 3″,	„ „ gross	...	2	4	0
Add 20 per cent. on total cost of material for fitting up.					

Note.—In taking out the quantities the dimensions of each part should be given, together with a description, to enable the work to be checked.

WEDNESDAY, 18TH JANUARY, 2 TO 5 P.M.

ESTIMATING.

NOTE.—*The dimensions and a description of each item in the quantities are to be given to enable the work to be checked.*

I. Take out in detail the quantity of timber in cubic feet in a length of 9 feet of the close boarded fence shown in plan, and estimate the cost supposing it to be made of teak.

II. Find by the prismoidal formula the quantity of masonry in cubic feet in the wall shown in plan; and estimate the cost of the work supposing it to be built with stock bricks in cement 2 to 1.

III. Determine the quantity of brickwork and stone masonry in cubic feet in the retaining wall shown in plan from centre to centre of piers, and estimate the cost of building 1 bay with stock bricks in chunam 2 to 1.

THURSDAY, 19TH JANUARY, 10 A.M TO 1 P.M.

EUCLID AND ALGEBRA.

N.B.—*Figures to be drawn with instruments.*

1. Prove that the opposite sides and angles of a parallelogram are equal to one another, and that the diameter bisects it.

In a quadrilateral, if the diagonals are at right angles, show that the lines bisecting opposite sides are equal; if the diagonals are equal, show that the lines bisecting opposite sides are at right angles.

II. Prove that in every triangle, the square on the side subtending any of the acute angles, is less than the squares on the sides containing that angle, by twice the rectangle contained by either of these sides and the straight line intercepted between the acute angle and the perpendicular let fall upon it from the opposite angle.

If, from any point O within a triangle ABC, perpendiculars Oa, Ob, Oc be drawn to the sides BC, CA, AB respectively, show that the sum of the rectangles AC.Cb, CB.Ba, BA.Ac is equal to the sum of the rectangles CA.Ab, AB.Bc, BC.Ca.

III. Prove that if a straight line, drawn through the centre of a circle, bisect a straight line in the circle which does not pass through the centre, it shall cut it at right angles.

If two circles intersect, show that the greatest straight line that can be drawn, through either point of intersection, terminated by the circles, is parallel to the straight line joining the centres

IV. Prove that triangles, which have one angle in the one equal to one angle in the other and the sides about the equal angles reciprocally proportional, are equal to one another.

Draw a straight line, equally inclined to two given intersecting straight lines so as to enclose with them a given area.

V. Prove that the inclination, to a plane, of a straight line drawn in another plane, is not greater than the inclination of the planes.

VI. Prove the rule for finding the highest common measure of two Algebraic expressions.

VII. Solve the equation $\dfrac{\sqrt{1-x}-2}{\sqrt{1+x}} = 1 + \dfrac{2}{1+x}$.

VIII. How many ways are there of arranging six given straight lines, three of them and no others being equal, so as to form a hexagon?

IX. Find the general term and the term involving x^6 in the expansion, in ascending powers of x, of $\dfrac{8-3x+4x^2}{(1-2x)^2}$.

X. A boat goes along a straight reach of a canal, at 6 miles an hour. A person, living 4 miles from the canal, sets out to catch the boat three-quarters of an hour before it passes the nearest point of the canal. If he goes at the rate of 4 miles an hour, find what point of the canal he should make for, in order that he may just catch the boat. Draw a diagram and interpret fully the results of your investigation.

THURSDAY, 19TH JANUARY, 2 TO 5 P.M.

MENSURATION AND PLANE TRIGONOMETRY.

N.B.—*Figures to be drawn with instruments.*

I. A circular well is 17′ 6″ in diameter and 33 ft. deep. Find the quantity of the masonry lining, which is 2ft. thick at the top and 4′ 9″ at the bottom, the batter being on the rear.

II. The slope of a conical hill is 1 : 1 and the height 500 ft. on the slope. Find the length of a foot path, from the bottom to the top, winding round the hill and ascending at the rate of 1 in 6.

III. A tank bund is 35 ft. high and 12 ft. broad at the top, and has side slopes of 2 : 1. An excavation for a sluice, made across the bund, is 15 ft. broad at the bottom (as measured parallel to the length of the bund) and has side slopes of $1\frac{1}{2}$: 1. Find the quantity of excavation.

IV. A temple dome, 2 ft. thick, rests on a base, 20 ft. square, inside. Its surfaces are circular cylinders, with axes, intersecting at the centre of the base, and generating lines parallel to the sides of the base. Find the volume and inner surface of the masonry of the dome

V. Given sin A, find $\sin\frac{A}{2}$ and explain clearly how $\sin\frac{A}{2}$ has four possible values.

VI. Employ Algebra and the Fourth Book of Euclid to find the sine of 18°, without using any trigonometrical formula.

VII. Solve the equation $1+\text{Sin}\,2\theta+\cos 2\theta+\sqrt{2}(\cos 3\theta+\cos 5\theta)=0$.

VIII. Find the area of a triangle, the 3 sides of which are
11,626′ 6″
23,848′ 9″
25,645′ 3″

IX. Explain the advantage, for computation, possessed by a table of logarithms, calculated to the base 10, over a table, calculated to the base e.

X. Prove the formulæ $r=\Delta/s=a\,\text{Sin}\,\frac{B}{2}\,\text{Sin}\,\frac{C}{2}\,\text{Sec}\,\frac{A}{2}$.

Find the distance between the centres of the inscribed and circumscribed circles of a triangle.

FRIDAY, 20TH JANUARY, 10 A.M. TO 1 P.M.

ARCHITECTURAL DRAWING.

I. From the information given in the accompanying incomplete drawing, make a complete drawing showing
Half elevation.
Half Section on B. B.